ABOUT NEW STUDENT PROGRAMS

This Assessment Report serves as a general overview of the summer 2019 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
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 2019 for an in-state student enrolled in six credit-hours was $3,303.46. These costs break down as follows:

- Tuition & Fees: $1,845.96
- On-Campus Housing: $742.50
- Dining Meal Plan: $515.00
- Textbooks: $200.00

For out-of-state students enrolled in six credit-hours, the typical costs in 2019 were $7,221.46. These costs break down as follows:

- Tuition & Fees: $5,763.96
- On-Campus Housing: $742.50
- Dining Meal Plan: $515.00
- Textbooks: $200.00

Summer Start participants continue to contribute to the overall financial health of the university through their enrollment in summer courses.

$401,308

Tuition paid by Summer Start participants in 2019

PROGRAM OVERVIEW

In 2019, Summer Start underwent changes to program staff and operations, including new staffing and expansion of USC 100: Transitioning to a Diverse Community section offerings, as outlined below.

- **NEW PROFESSIONAL & SUPPORT STAFF**
  
  May 2019 saw the addition of three staff members in the Summer Start program. Assistant Director Aileen Rodriguez joined the professional staff after stops at the University of North Carolina at Charlotte and the University of Texas at Arlington where she focused on residence life and new students. Additionally, Coordinator Julianne Britt began a professional role in the program after graduating from the NC State Counselor Education program and serving as an intern for Summer Start during the previous summer and academic year. Both attended NC State for their undergraduate degrees. Summer Start also hired a Graduate Intern (Keenan Young) from Kent State University. Aileen focused primarily on the administrative functions within the program with Julianne and Keenan focused on the development of the student staff.

- **USC 100: TRANSITIONING TO A DIVERSE COMMUNITY**
  
  In 2019, the Summer Start program continued to offer the USC 100: Transitioning to a Diverse Community course, a U.S. Diversity GEP co-requisite, to aid students in their transition to the rigor of a large, diverse, research-focused university. To assist in creating smaller course sections, Summer Start expanded course offerings to four sections, an increase of one section from previous summers. In summer 2019, the enrollment across all sections of USC 100 was 75 students. In 2020, USC 100 course sections are set to expand to five sections as well to provide a smaller learning environment that promotes discourse between students on difficult topics related to transition, diversity and inclusion.
## Summer Start Participation by the Number

**Total Students:** 190  
**Student Athletes:** 65

### 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>16</td>
<td>8.4%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>37</td>
<td>19.5%</td>
</tr>
<tr>
<td>Hispanic (of any race)</td>
<td>2</td>
<td>1.1%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>6</td>
<td>3.2%</td>
</tr>
<tr>
<td>Two or More Races/Ethnicities</td>
<td>19</td>
<td>10.0%</td>
</tr>
<tr>
<td>White</td>
<td>80</td>
<td>42.1%</td>
</tr>
</tbody>
</table>

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

### Participation by College/Program

<table>
<thead>
<tr>
<th>College/Program</th>
<th>First-Year Students*</th>
<th>Transfer Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Institute</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agriculture &amp; Life Sciences</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Design</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>51</td>
<td>4</td>
</tr>
<tr>
<td>Exploratory Studies</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>26</td>
<td>7</td>
</tr>
<tr>
<td>Life Sciences First Year</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Poole College of Management</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Sciences</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Wilson College of Textiles</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>166</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

*Includes Spring Connect students coded as NDS for the summer.*
OVERALL PARTICIPANT EXPERIENCE

In 2019, a participant post-survey was administered at the conclusion of the Summer Start program by New Student Programs. 86 participants responded to the survey for a response rate of 45.3%. Of the 86 students who responded, 67 (77.9%) were first-year students, 13 (15.1%) were transfer students, and 6 (6.9%) were Spring Connect students. Due to the small numbers in each category, aggregate results reported include first-year, transfer, and Spring Connect 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 their Summer Start experience.

To meet the aforementioned goals, Summer Start offered over 50 co-curricular programs to participants again in 2019. 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, 98.6% 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 (97.2%) and helped connect them with other students in the program (94.4%).

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, 160 (84.2%) student participants lived in Owen Hall alongside the Summer Start Mentor team and Resident Advisors. Of those residential students who responded, 98.5% indicated living in University Housing prepared them for living on campus in the fall semester, while 89.6% of students indicated that they felt like part of the Summer Start community in University Housing (decreased from 97.9% in 2018).

In understanding not all students may be able to or choose to live on campus, commuting students (n=30) were also invited to participate in Summer Start events and access resources throughout the program. Of those commuting students who responded (n=12), 87.5% indicated they felt included in the Summer Start community (down from 92.3% in 2018) and 87.5% 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.

“Summer Start will help me transition to NC State during the fall. Being able to get a feel of what college life is like has been pretty beneficial to me because in the fall I will feel more confident about socializing with others, my academics, and navigating campus.”
EXPERIENCE WITH THE MENTORS

The Summer Start student staff includes:
- 19 Peer Mentors (paired with students)
- 1 Graduate Intern

My Mentor:

92.8%
Contributed to my success in Summer Start

96.4%
Created an approachable and inclusive environment

90.4%
Meetings were beneficial to my Summer Start experience

98.8%
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 2019, 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 2018, respondents provided positive feedback regarding the Mentors’ abilities and impact on the Summer Start community. Of those students who responded, 96.4% reported their Mentor created an approachable and inclusive environment (consistent with 2018), and 100% of respondents agreed that their Mentor followed up on any of the students’ questions or concerns in a timely manner. To assist with students’ questions and concerns, Mentors received information and training about a variety of campus resources relevant to new students’ needs. Of the students who responded, 98.8% reported that their Mentor was able to provide appropriate resources to assist them (up from 94.0% in 2018).

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, 88.0% plan to keep in touch with their Mentor during the academic year (an increase from 81.4% in 2018). 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 the best! She had helped me feel better about transitioning to N.C. State as a whole and always made me feel better if I was upset or nervous about things. She answered all my questions and even loved to talk about stuff outside her duties. We plan to still hang out in the fall semester.”
Summer Start assists new students in adjusting to the academic transition to NC State by providing the opportunity for them to enroll in courses during Summer Session II. Participation in courses over the summer allows students to ease into the college curriculum with a lighter course load than they would typically experience during the academic year. Often, these courses offer smaller class sizes and encourage interactions between students and faculty.

Students were asked to evaluate their experiences in the classroom during Summer Session II. Of those who responded, 96.3% indicated they felt their courses provided a foundation for academic success in their first year (a decrease from 99.2% in 2018). One recognized aspect of student success is the ability to recognize when academic assistance is needed and seek out the appropriate assistance. To this end, 64.1% of those who responded indicated they had sought out academic assistance for help they might have needed with their school work “a great deal” or “some” during Summer Start. Additionally, 65.4% of respondents reported that they developed a relationship with a faculty member “a great deal” or “some” during their summer participation.

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 (94.0%)
- Identify academic advising support (91.5%)
- Effectively manage their time (85.5%)
- Identify tutoring support (88.0%)

“I think Summer Start helped a lot with any anxiety I had about starting in the fall. I liked getting to know the campus and figuring out a routine without a huge influx of people. I feel much more confident and less overwhelmed. The small class sizes also helped to ease me into college academics having been out of school for a year.”

---

**3.57**
Average Summer GPA

**5.6**
Average Credit Hours Attempted Per Student

**1,027**
Total Credit Hours Attempted

**96.3%**
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

**97.6%**
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, 37.2% of students reported using services offered by the Counseling Center (consistent with 2018), and 44.9% reported using University Tutorial Center services (consistent with 2018). As mentioned on the previous page, 64.1% of students reported they sought out academic assistance for help they might have needed with school work (a decrease from 77.2% in 2018).

Students participating in Summer Start were also able to begin exploring campus opportunities before the beginning of the fall semester. Of those who responded, 79.5% indicated they became involved in campus activities during their time with Summer Start (a decrease from 83.5% in 2018).

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 (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonely/Isolated</td>
<td>34.6%</td>
<td>26.9%</td>
<td>23.1%</td>
<td>12.8%</td>
<td>2.6%</td>
<td>78</td>
</tr>
<tr>
<td>Homesick</td>
<td>33.3%</td>
<td>34.6%</td>
<td>17.9%</td>
<td>11.5%</td>
<td>2.6%</td>
<td>78</td>
</tr>
<tr>
<td>Depressed</td>
<td>53.8%</td>
<td>21.8%</td>
<td>9.0%</td>
<td>12.8%</td>
<td>2.6%</td>
<td>78</td>
</tr>
<tr>
<td>Overwhelmed</td>
<td>23.1%</td>
<td>17.9%</td>
<td>30.8%</td>
<td>20.5%</td>
<td>7.7%</td>
<td>78</td>
</tr>
<tr>
<td>Highly Anxious</td>
<td>34.6%</td>
<td>21.8%</td>
<td>17.9%</td>
<td>15.4%</td>
<td>10.3%</td>
<td>78</td>
</tr>
<tr>
<td>Very Distressed</td>
<td>52.6%</td>
<td>17.9%</td>
<td>14.1%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>78</td>
</tr>
<tr>
<td>Bored</td>
<td>19.2%</td>
<td>26.9%</td>
<td>38.5%</td>
<td>15.4%</td>
<td>0.0%</td>
<td>78</td>
</tr>
<tr>
<td>Concerned by Financial Issues</td>
<td>42.9%</td>
<td>23.4%</td>
<td>20.8%</td>
<td>10.4%</td>
<td>2.6%</td>
<td>77</td>
</tr>
<tr>
<td>Academically Underprepared</td>
<td>35.9%</td>
<td>28.2%</td>
<td>23.1%</td>
<td>10.3%</td>
<td>2.6%</td>
<td>78</td>
</tr>
<tr>
<td>Concerned by Family Matters</td>
<td>59.0%</td>
<td>21.8%</td>
<td>12.8%</td>
<td>3.8%</td>
<td>2.6%</td>
<td>78</td>
</tr>
<tr>
<td>That your major is not right for you</td>
<td>55.1%</td>
<td>17.9%</td>
<td>14.1%</td>
<td>5.1%</td>
<td>7.7%</td>
<td>78</td>
</tr>
<tr>
<td>That NC State is not a good fit for you</td>
<td>70.5%</td>
<td>11.5%</td>
<td>11.5%</td>
<td>3.8%</td>
<td>2.6%</td>
<td>78</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”)

78.2%
Indicated they used upper-class students such as RAs or Mentors to learn about campus and activities

65.4%
Indicated they developed a relationship with a staff member

Of those who responded, 95.2% 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 95.1% of those who responded reporting feeling very or somewhat confident in doing so (down from 99.1% in 2018). In 2019, 91.6% felt confident in their ability to identify a group on campus that supports an identity important to them (down from 94.9% in 2018).

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, 80.7% of respondents reported confidence in their ability to cope with stress by identifying and implementing healthy stress relief strategies (down from 91.5% in 2018).

In 2019, participants reported high levels of confidence related to connecting with other individuals on campus with 94.0% 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 members, 65.4% reported they had done so a great deal or some; while, 65.4% of students indicated they developed a relationship with a staff member, such as residence hall staff, administrative support staff, and organization advisors.

Students reported that their peers were helpful in the transition to NC State; 78.2% of students indicated that they used upper-class students such as RAs or Mentors to learn about campus and activities (down from 86.8% in 2018).

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:

“Summer Start helped me get comfortable with the campus and living in a dorm room. It also helped me learn to navigate the campus. Now I’m pretty sure I won’t get lost on my way to and from classes during the fall.”

Overall, students indicated that Summer Start assisted them in navigating the academic, social, and co-curricular transitions new students face, although there is significant room for growth in these areas as represented by the decrease in various items from 2018.
2019 SUMMER START STUDENT STAFF

Graduate Intern
Keenan Young (Kent State University)

Summer Start Mentors
Alaina Alford (Industrial Engineering)  Jake Jennings (Environmental Science)
Jesse Anning Yoshihara (Computer Science Engineering)  Pooja Lenin (Exploratory Studies)
DeAnna Bucy-Anderson (Mechanical Engineering)  Diana Mendez Padilla (Fashion & Textile Management)
Bansi Chhatrala (Computer Science Engineering)  Lauren Moore (Chemical Engineering)
Michael Choi (Electrical Engineering)  Sunny Rai (Business Administration)
Brenna Copeland (Environmental Engineering)  Kara Reddish (Sociology)
Luke Dillard (Biological Sciences)  Jacob Shore (Mechanical Engineering)
Dominique Favero (Fashion & Textile Management)  Morgan Trotter (Business Administration)
Brendon Hawkins (Technology, Engineering & Design Education)  Lauren White (Electrical Engineering)
Freddy Hernandez-Garcia (Mechanical Engineering)
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