

2006-2007 Assessment Plan for New Student Orientation

I. Program Mission and Philosophy

New Student Orientation (NSO) coordinates NC State University's collective efforts to provide programs and services to newly admitted first year and transfer undergraduate students that will facilitate their transition into NC State, prepare them for the institution's educational opportunities, and initiate their integration into the institution's intellectual, cultural, and social climate.

II. Program Objectives

1. Arrange venues that contribute to optimal learning and teaching environments for conducting program elements.
2. Facilitate the formation of linkages between new students and the institution's curricular and co-curricular systems: administrative, academic, personal, and social support.
3. Train advanced undergraduate and graduate students so as to enhance their knowledge and skills as orientation staff, leaders, and contributors to transition program development.
4. Maintain and develop associations across the university community in order to better understand and represent the systems and services likely to impact new students.
5. Serve as an informational and referral resource to all new students as they learn to navigate the institution and its systems.
6. Assist academic and co-curricular services with their effect on the transition of new students into the University.
7. Conduct systematic qualitative and quantitative program evaluations that reinforce the unit's mission and foster continuous program improvement by informing, planning, and decision-making.

III. Outcomes

A. Intended Program Outcomes

1. NSO will maintain current high attendance levels of new students participating in orientation programs (as represented on orientation attendance reports).
2. NSO will provide adequate housing, dining, and ID card processing venues during orientation programs (as indicated by comments from university personnel and student exit evaluations).
3. NSO will provide evaluative feedback on which academic and co-curricular services can improve their effect on the transition of new students into the University (as represented on student services and administrator surveys and Orientation Counselor comments and observations).

B. Intended Student Learning Outcomes

1. Orientees will agree that they are aware of university policies and procedures regarding unlawful harassment (as indicated on the exit evaluations).
2. Orientees will agree that they know where to seek assistance if they feel they have experienced harassment or discrimination (as indicated on the exit evaluations).
3. Orientees will agree that they are aware of university policies regarding plagiarism and academic integrity (as indicated on the exit evaluations).
4. Orientees will agree that they are aware of university policies regarding responsible computer use (as indicated on the exit evaluations).

5. Orientees will agree that they know how to use the computer system (Pack Tracks) to register for classes (as indicated on the exit evaluations and as demonstrated by successful completion of computerized scheduling of first semester courses).
6. Orientees will agree that they know the various ways to get help if they have a problem using computers at NC State (as indicated on the exit evaluations).
7. Orientees will agree that they are aware of NC State University's e-billing procedure (as indicated on the exit evaluations).
8. Orientees will agree that they understand what is expected of them as a member of the NC State Community as a result of the Community Issues program (as indicated on the exit evaluations).

C. Intended Student Development Outcomes

1. Orientees will agree that they are familiar with NC State's history, traditions, and buildings as a result of attending orientation tours (as indicated on exit evaluations).

D. Intended Student Staff Development Outcomes

1. New Student Orientation Counselors (OCs) who complete the OC training course, ECD223, will agree or strongly agree with at least 10 of the post test questions (as reported by Orientation Counselor Knowledge Indicator).

E. Intended Staff Development Outcomes

1. EPA staff will be able to articulate indications of how their professional activities have benefited their students and the NSO program.

IV. Evaluation Methods

NSO's assessment of its performance outcomes consists of evaluations of each core program plus a multi-faceted overview of the collective impact of the orientation experience. These four (4) foci for assessment are listed below along with the specific tools being used to assess each element.

Assessment Focal Points and Related Tools

1. *Orientation programs for first-year students*

- Student (opscan) exit evaluation (B1, B2, B3, B4, B5, B6, B7, B8, C1, D1)
- Student written comments (A2, B1, B2, B3, B4, B5, B6, B7, B8)
- Orientation Counselor comments (A3)
- Attendance levels (A1)

2. *Orientation programs for transfer students*

- Student (on-line) program evaluation (A2, A3, B1, B2, B3, B4, B5, B6, D1)
- Attendance levels (A1)

3. *Student staff training*

- ECD223 course evaluation (D1)

4. *Professional Staff Training and Development*

- EPA semester activity report (E1)

V. Implementation of Assessment

A. Responsibilities

Roxanna McGraw, Director, has the primary responsibility for providing leadership in the design and implementation of the NSO Assessment Plan. All New Student Orientation staff members share the responsibility for updating, coordinating data collection, analyzing data, and writing the results for currently existing program assessment instruments. Due to the extraordinarily high volume of evaluation participants, the NSO staff identifies, hires, and trains Orientation Counselors to assist with specific components of the NSO assessment process.

Below are initials of NSO staff members who have been assigned the responsibility to complete designated assessment assignments.

- Director = D
- Assistant Director = AD
- All NSO Staff = All
- Program Assistant = PA

1. *Orientation programs for first-year students (Fall 2006)*

- Student (opscan) exit evaluation – AD
 - Develop evaluation – D
 - Data collection – AD
 - Analysis of data – AD, D
 - Writing the results – AD
 - Reporting the results – D
 - Making decisions - All
- Student written comments – AD
 - Develop evaluation – D
 - Data collection - AD
 - Analysis of data – AD, D
 - Writing the results – AD
 - Reporting the results – D
 - Making decisions - All
- Orientation Counselor comments – AD
 - Develop evaluation – D
 - Data collection - AD
 - Analysis of data – AD, D
 - Writing the results – AD
 - Reporting the results – D
 - Making decisions - All
- Attendance levels – PA
 - Data collection - PA
 - Reporting the results – D
 - Making decisions - All

2. *Orientation programs for transfer students (Fall 2006)*

- Student (on-line) program evaluation – AD
 - Develop Evaluation – D
 - Data collection - AD

Analysis of data – AD, D
Writing the results – AD
Reporting the results – D
Making decisions - All

- Attendance levels – PA
Data collection – PA

3. Student staff training (Spring 2007)

- ECD 223 course evaluation – AD
Data collection - AD
Analysis of data – AD, D
Reporting the results – D
Making decisions - All

4. Professional Staff Training and Development (Fall 2006 and Spring 2007)

- EPA semester activity report – D, AD

V. Results of Assessment

Results from program assessments are presented to the NSO Advisory Committee, the Assistant Dean for the Division of Undergraduate Academic Programs, and the UAP Assessment Office for posting and comment. Assessment elements that result in information that identifies specific offices or programs on campus are collated and delivered directly to the referred units so that the information may be available to influence that units' decisions regarding future programming or services. Annual planning meetings between the NSO Director and the various academic and service units of the University include a review of the previous year's assessment results. In this way, assessment results are able to influence decision-making regarding the revision and design of subsequent orientation programs.

V. Decisions and Recommendations

Results from the assessment process will be used to improve the effectiveness of the New Student Orientation program.