

May 15, 2001

To Report Recipients:

This assessment report of NC State's New Student Orientation (NSO) program represents the culmination of almost a year of internal and external review. For continuous quality improvement to be meaningful, however, program assessment is crucial, and such a commitment of resources is essential. This effort reflects a sincere commitment by NSO, the Division of Undergraduate Affairs, and NC State University to serve their constituents well and to enhance the quality of those services by opening NSO to input and ideas from sources beyond its own organizational flow chart.

While program assessment is an imbedded element of NSO's internal procedures, the opportunity to gain perspective by reaching beyond the limitations of our own borders can be both refreshing and humbling. The view of NC State's orientation structures has gained greater clarity by this application of the guidelines developed by the Council for the Advancement of Standards (CAS). The perspective and guidance of such an experienced and respected orientation professional and evaluator as Dr. Gerry Strumpf of the University of Maryland also add to the legitimacy and value of the analysis and related recommendations.

The New Student Orientation program is grateful to so many individuals and the campus units they represent that contributed to this opportunity for the features and dimensions of NSO to be examined with such enlightening scrutiny. A very sincere note of appreciation goes to Ms. Angela Redinger, Ms. Lori Wilson, and Ms. Roxanna McGraw who directed significant time, energy and talent to the entire evaluation process. Their dedication and commitment to this effort not only saw the process through to its completion but, as a result, they have helped position NSO to continue to improve its service to students and the university. Because of their work, our challenges and opportunities are more clearly understood.

If by reviewing this report you are stirred to make additional comments or recommendations, please do so by contacting one of the New Student Orientation staff to share your ideas. In that way, this process of improvement moves off this paper and further complements our continuing mission of service.

Roger A.E. Callanan, Ed-D.
Director of New Student Orientation

**Council for the Advancement of Standards
Orientation Evaluation
North Carolina State University**

Submitted by Dr. Gerry Strumpf

This document will serve as the written report for my site visit to North Carolina State University's Orientation Office. I have conducted a number of evaluations in the past, and I must say at the onset that I was very impressed with the campus wide respect that is commanded by both the program and the staff working with the Orientation Program. The community members expressed an appreciation for the staff and their willingness to work with individual offices on campus, and I left with the overwhelming impression that the office was staffed with competent professionals who truly cared about the program, students, and the staff at NC State.

I was asked to conduct this review as a member of the Council for the Advancement of Standards, a national group that has been developing Standards for Higher Education since 1980. I also edit the National Orientation Directors Association Data Bank, and have served as the Director of Orientation at the University of South Carolina and the University of Maryland at College Park.

In this three-day review of the program, I had extensive meetings with the CAS review team that was comprised of Lori Wilson, Angela Redinger, and Roxanna McGraw. Additionally, I met with the director, Dr. Roger Callanan a number of times. These individuals worked with the CAS Standards, which are national standards for orientation programs across the country. Included in this report will be an analysis of the results of their self-assessment of the program. I also had the opportunity to meet with a number of individuals and groups on campus. A copy of the meeting schedule will be in the appendix of this report.

This report will be divided into three areas. The first area will focus on a brief philosophy of orientation, and the functional area CAS Standards. Next, I will present observations from the three-day campus visit, and complete the report with a set of recommendations for the Orientation program at NC State. As with any consultant visit, it is my hope that these recommendations are seen within the context of the institutional mission, and with the clear understanding that I was present on the campus for a brief time period. The time that I was on campus in no way competes with the historical wisdom that many individuals bring to the university, and must be taken within that context. However, one of the primary advantages of a consultant review is that with this report will be my 20 years of experience on both a campus and national level with orientation programs across the country. I thank all of you for the opportunity to work with you.

Philosophy of Orientation

As stated by the Council for the Advancement of Standards (1999), the mission of orientation is to;

1. Facilitate the transition of new students into the institution
2. Prepare new students for the institution's educational opportunities
3. Initiate the integration of new students into the intellectual, cultural, and social climate of the institution

Easing the transition of students into a university community is a complex mission, and cannot be accomplished with only a summer orientation program. The important mission of orientation to the retention of students is noted throughout the literature, and is becoming an increasingly important issue in higher education.

When students first enter an institution of higher education, it is like any individual beginning life in a world where everything is new and different. Until an individual truly understands the student culture, they are not ready to delve into the higher order thinking that has become the intellectual hallmark of higher education. When students first come through the doors of higher education, it is their basic needs that must be met before they can move on to the higher developmental needs.

Orientation programs across the country are designed in many different formats. Some campuses have fall programs, other large institutions have well developed summer orientation programs. However, no matter when they are delivered, students need very basic information to begin the process of easing their transition into the university community. When students first arrive on campus, they are concerned with "where am I going to eat, sleep, and what classes am I going to take".

To ease the transition of new students into our communities, on-going orientation programs need to be developed to meet the transitional needs of students. Across the country, freshman orientation courses have become a model to continue the orientation process throughout the first semester that a student is on campus.

I was quite impressed with the philosophical model that has been developed at NC State for the Orientation Office, which is consistent with model programs across the country. Dr. Roger Callanan and his staff have developed a model based on Maslow's Hierarchy of needs, that provides programs to new students at a time when they are educationally ready to receive the information. It was clear to me that the Orientation Office at N.C.State has a sound philosophical model that is used in the development of their programs to meet the transitional needs of new students, beginning with the Summer Orientation Program. This program is focused primarily on academics, which is a central issue for new students. One of the greatest concerns of entering students is the development of an academic schedule. However, the Orientation Office has not ended their process with the summer program. They have developed the WOLFSTOP program that is designed to meet the needs of new students when they arrive on campus for the fall, and the Colleges offer comprehensive Freshman Orientation classes.

Council for the Advancement of Standards(CAS)

CAS was created two decades ago to establish standards for professional practice. The Student Orientation Standards are included in the appendix of this report. The mission of orientation, as addressed in the above philosophical statement, is clearly met at NC State. The Orientation Office has developed a comprehensive program that does not end with the summer orientation program. WolfStop is a very visible program that is designed to meet the needs of students during the first few days of class. There is also a proposal to initiate WOLFCAMP, a pilot project supplemental to Orientation that is designed to help new students prepare for their first semester at NC State. There is also Freshman Orientation Courses conducted by the college units.

The Orientation Standards also set forth the important program goals that must be met in Orientation. As an addendum to this report, you will find an analysis by the CAS committee with specific references to the programs that meet specific goals. NC State meets the program goals set forth by CAS in a comprehensive fashion. These goals state that the Student Orientation Program must:

1. Be based on stated goals and objectives
2. Be coordinated with relevant programs and activities of other institutional units
3. Be available to all students new to the institution
4. Assist new students in understanding the purposes of higher education and the mission of the institution.
5. Assist new students in understanding their responsibilities with the educational setting
6. Provide new students with information about academic policies, procedures, requirements, and programs sufficient to make well-reasoned and well-informed choices.
7. Inform new students about the availability of services and programs.
8. Assist new students in becoming familiar with the campus and local environment
9. Provide intentional opportunities for new students to interact with faculty, staff and continuing students.
10. Provide new students with information and opportunities for self-assessment.

Observations of Campus Visit

I could not help being impressed with the staff and Orientation Program at NC State. Roger, Roxanna, Lori, and Angela are clearly a coordinated team who respect one another and have created a very positive work environment that is truly meeting the needs of new students. I met extensively with staff who work with the Orientation program including college offices, student support programs, and administrative units within the university. Consistently, the message that was heard was that the Orientation Staff was a hard working group of individuals who deliver a quality program to new students. The students working in the office had only positive comments to make about the opportunities that were available to them as student leaders.

As with any Orientation program, the quality of the program is dependent on a number of other administrative and academic units on the campus. I believe there is a true commitment on the part of the staff and colleges to assure that the transitional needs of new students are met. Every individual representing their respective office that I met with spoke positively about the program and how much it had improved over the last six years, and their commitment to working with new students.

I had the opportunity to meet with the college units, and overall they felt like the program was going very well. They did feel, however, that the transfer program needed to be more coordinated. While some colleges such as Business and Management require that transfer students come through transfer orientation for advising, that is not a consistent pattern among colleges. Some college units expressed concerns that they did not know who was going to attend the transfer program. This group commented that it would be helpful to meet in the future to discuss:

1. First Year Courses
2. Transfer program and math placement issues

I also had the opportunity to meet with the Student Counselors in an orientation training class. I asked the students to go back to when they were freshman, and describe to me the positive and negative components of the orientation program. As with any student group, I took their comments within the context of the small numbers that were represented. However, they made some very interesting observations.

The students spent most of the time talking about their academic advising experience during orientation, which is where they spent a considerable amount of time during the program. I got the clear impression from this student group that there were some colleges that went to considerable lengths to meet the needs of new students. Students consistently applauded the First Year College, College of Engineering, College of Education, College of Textiles, and College of Design. I heard less positive comments about the advising experiences in the other colleges.

A few students also spoke about the night programs, and because it was seen as voluntary, they chose not to go, with the result of them feeling unconnected and alone. It was also clear that there was a direct correlation between the orientation counselors, and the experience of new students. Many students commented that their orientation counselors made sure they attended events, while others commented that their counselors stated "if it is not mandatory, then you don't have to go to the session". The students with counselors in the latter group described their experience in orientation less positively.

I also heard varying comments on the TRACS workshop and registration system. While some students found the session to be very helpful, others commented that it was very confusing and intimidating.

Analysis of Site Visit

There is a great deal of campus support for the Orientation Office. The academic and administrative units spoke at great length about the support that the office provides to their respective units. The strengths of the orientation process at NC State include the following:

1. A sound philosophical base for the delivery of orientation programs to the new student population.
2. A staff that is respected professionally by student workers, staff and faculty on campus.
3. The support of the Vice Provost Assistant Vice Provost for Undergraduate Affairs, in both an administrative and financial capacity.
4. The support of the college units to deliver the academic advising during orientation.
5. The support of administrative units with the University.
6. The support of Student Service offices.
7. The training course for the Orientation Counselors.

Possible weaknesses that affect the orientation process include the following:

1. The effectiveness of the Orientation program is seen by students within the context of academic advising, and therefore when the advising was seen as less than adequate, the students experience during orientation was less positive.
2. The Orientation schedule specifically states that certain sessions are mandatory, while others are voluntary. The result is that some students choose not to attend any programs except those that dealt with academic advising and registration.
3. The Freshman Orientation Courses are delivered within the college units. There does not appear to be any coordination to assure that the transitional needs of new students are being met.
4. The Parent Orientation Program is housed in a different administrative unit. The New Student Orientation and Parents Orientation Programs work exceptionally well together, so the delivery of Orientation Programs to parents appears to be seamless. However, this organizational structure is not common within Orientation Programs across the country.
5. The Transfer program does not have a consistent plan with respect to academic advising. Some colleges advise students during Orientation, while other Colleges set up individual appointments.

Recommendations

1. The Freshman Orientation Seminars offered by the college units are an integral part of the orientation process, and the colleges run these programs exclusively within their units. There does not appear to be a consistent agenda for these courses that deals with the transitional needs of new students. It is recommended that the Orientation Office work with the Vice Provost for Undergraduate Affairs to develop a Faculty Institute for the Orientation Seminars that deals with the core components that should be included in all courses. This Faculty Institute would be available on a voluntary basis, and should be piloted in the first year with the First Year College.

2. The Orientation Office should work with the Undergraduate Affairs Director of Assessment to develop an evaluation for the Freshman Orientation Courses. This evaluation should be based on the core components that are necessary for the transition of new students into the community, that may include:
 - A. An Introduction to Academic Life within the College
 - B. Individual Academic and Personal Goal Setting
 - C. Responsible Decision Making and Critical Thinking
 - D. University Resources
 - E. Career Decision Making
 - F. Time Management and Study Skills
 - G. Computer Fluency with Campus Systems
3. The Orientation Office should initiate a number of coordinated meetings to discuss the Summer Orientation Program, First Year Orientation Courses, and Transfer Orientation with the academic units.
4. The organizational structure of parent orientation being housed in a different administrative unit than the student orientation programs may present difficulties in the future. I believe that this situation is working because of the positive relationships with the individuals in the two offices. However, it is an uncommon organizational structure for these two programs to be housed in different administrative units. I would recommend that the Orientation Office have primary responsibility for the Parent Orientation Program.
5. A consistent plan for the advising of Transfer students needs to be developed. Additionally, college units that are evaluated poorly with respect to advising during Orientation need to redesign programs to meet the needs of the new student population.
6. The African American Symposium appears to have a positive impact on the orientation process at NC State. However, there are other minority groups that may benefit from a similar model, and it is recommended that this program include all minority groups.
7. The Orientation Budget is totally self-supported at NC State based on the fees collected. Orientation is not an auxiliary function, and when feasible, state funding should be appropriated to support staff salaries.
8. Students should have a number of Orientation dates to choose from that are compatible with their summer schedule.
9. The staffing of the Orientation Office seems adequate at this point, however if new initiatives are developed, new staff must be hired to insure the success of those initiatives. Additionally, the Graduate Assistant position should include all benefits given to other graduate assistant positions including tuition remission.

**Itinerary for
CAS Assessment
Monday, March 26, 2001**

- I 1:00 am Meet with CAS Assessment Team
Roxanna McGraw, Assistant Director of New Student Orientation
Lori Wilson, Program Assistant for New Student Orientation
Angela Redinger, Graduate Assistant for New Student Orientation
- 12:00 pm Lunch Meeting
Roger Callanan, Director of New Student Orientation
Roxanna McGraw, Assistant Director of New Student Orientation
Lori Wilson, Program Assistant for New Student Orientation
Angela Redinger, Graduate Assistant for New Student Orientation
- 1:00 PM Meet with Director of New Student Orientation
Roger Callanan
- 2:00 pm Meet with Associate Vice Provost and Assistant Vice Provost for
Undergraduate Affairs
Dr. Thomas Conway, Associate Vice Provost for Undergraduate Affairs
Dr. Jo Allen, Assistant Vice Provost for Undergraduate Affairs
- 3:00 pm Meet with Parent's Orientation Representative
Jennifer Bell, Coordinator, Parent & Constituent Services
- 3:30 pm Meet with Symposium Representatives
Tracey Ray, Coordinator, Parent & Constituent Services
- 4:00 pm Meet with CAS Assessment Team
Roxanna McGraw and Angela Redinger
- 5:00 pm Check-in at The Velvet Cloak

*Attempt to fit in TP

**Itinerary for
CAS Assessment
Tuesday, March 27, 2001**

- 8:30 am Meet with NSO Student Assistants and Information Coordinator
Kate Cmich, NSO Student Assistant
Farah Herbert, NSO Student Assistant
Lindsay Slattum, NSO Student Assistant
Jessica Miller, NSO Information Coordinator
- 9:30 am Meet with CAS Assessment Team
Roxanna McGraw and Angela Redinger
- 10:00am Meet with Registration & Records Representatives
Anita Liles, Assistant Registrar
Sharon Hush, Scheduling Officer
- 11:00 am Meet with Admissions Representative
George Dixon, Vice Provost for Enrollment Management and Services and
Director of Admissions
- 12:00 pm Lunch Meeting
Roger Callanan
- 1:00 pm Meet with College Representatives (3123 Talley)
Barbara Kirby, College of Agriculture and Life Sciences
John Cornwell, Agriculture Institute
Gail O'Brien, College of Humanities and Social Sciences
Erin Dixon, College of Management
Michelle Fisher and Brian Koehler, College of Engineering
- 2:00 pm Meet with Student Services Representatives (3123 Talley)
Randy Lait, Dining Services
Richard Hayes, NCSU Bookstores
Leslie Beddingfield, Center for Student Leadership, Ethics & Public Service
Andrea Irby, Virtual Advising Center
Gayle Hines, Office of Financial Aid
Marianne Turnbull, Student Health Services
Marie Sumerel, University Career Center
Michael Bachman, Counseling Center
Mindy Sopher, Greek Life
- 3:00 pm Meet with New Students (3123 Talley)
- 4:00 pm Meet with Orientation Counselors (POE 320)
- 4:30 pm Meet with CAS Assessment Team Angela Redinger and Lori Wilson
- 5:00 PM Return to The Velvet Cloak

*Attempt to fit in TP

**Overview Itinerary for
CAS Assessment
Wednesday, March 29, 2001**

- 8:00 am Meet with CAS Assessment Team
Roxanna McGraw and Angela Redinger
- 8:30 am Meet with Director of Assessment for Undergraduate Affairs
Dr. Marilee Bresciani
- 9:30 am Meet with Computing Services
Susan Klein, Computing Consultant
- 10:00 am Meet with Vice Provost, Associate Vice Provost, and Assistant Vice
Provost for Undergraduate Affairs
Dr. James Anderson, Vice Provost for Undergraduate Affairs
Dr. Thomas Conway, Associate Vice Provost for Undergraduate Affairs
Dr. Jo Allen, Assistant Vice Provost for Undergraduate Affairs
- 11:00 am Meet with Program Assistant of New Student Orientation
Lori Wilson
- 12:00 pm Lunch Meeting
Roger Callanan, Roxanna McGraw, Lori Wilson, and Angela Redinger
- 2:00 pm Meet with Assistant Director of New Student Orientation
Roxanna McGraw
- 3:00 pm Meet with CAS Assessment Team
Roxanna McGraw and Angela Redinger
- 4:45 pm Drop-off at airport - Flight 563 to Baltimore - Southwest Airlines

*Attempt to fit in TP

THE STUDENT ORIENTATION PROGRAM MUST:

- **Be based on stated goals and objectives**
- **Be coordinated with relevant programs and activities of other institutional units**
- **Be available to all students new to the institution**
 - a) First Year Students:
 - Eleven programs offered year round
 - b) Transfer Students:
 - Five programs offered year round
 - c) Graduate Students:
 - Information not available - Administered by the Graduate School
 - d) Students with disabilities:
 - Pre-set meeting times with Disability Student Services (DSS) and the student.
 - Students with disabilities needing special accommodations are directed (mailer and WebPages) to contact NSO prior to attending their orientation session.
 - NSO meets the students' needs by hiring interpreters, arranging for wheelchairs and special seating, and ensuring first floor living accommodations.
 - e) Student Athletes
 - NSO connects students with academic advisor from the Academic Support Program for Student Athletes (ASPSA). A *Varsity Student Athletes* program is offered on day one of Orientation. This program highlights NCAA rules, practice scheduling, and information on academic support programs.
 - f) Adult Learners
 - NSO is responsive to questions and individual requests.
 - NSO offers the opportunity for an individual orientation to accommodate work and family responsibilities.
 - g) Traditionally Under-represented Students:
 - NSO provides information in the New Student Mailer that outlines diverse programming including African American Student Affairs, Native American Student Association, NCSU Women's Center, etc.
 - NSO provides information on special tutorial resources and student groups.
 - h) Honors Students
 - NSO provides meeting time in the Orientation schedule for the University Scholars, Park Scholars, and the University Honors Programs to meet with their students.
 - College specific programs such as Jefferson Scholars, Hamilton Scholars, DaVinci Scholars, are offered meeting time during day one of Orientation.
 - i) International Students:
 - Program administered by the Office of International Scholars and Student Services (OISSS).
 - OISSS will be coordinating a program for International students in conjunction with new student programs in August 2001.
 - International students are referred to the NSO session by OISSS.

j) Out-of-State Students:

- NSO offers an evening session program targeted toward out-of-state students. This program highlights the southern culture (food, language, mores), the surrounding community, and local businesses. The program also features a question answer session with Orientation Counselors who are not from North Carolina. A special invitation is given to the students and a direct email system has been set up so the coordinator of this program can begin to respond to general concerns and anxieties that these students may have.

• **Assist new students in understanding the purposes of higher education and the mission of the institution**

College deans and academic personnel cover this information as part of the college welcome and information session held on day one between 1:00 - 5:00 P.M.

• **Assist new students in understanding their responsibilities with the educational setting**

a) Scholarship

- College deans and academic personnel cover this information as part of the college welcome and information session held on day one between 1:00 - 5:00 p.m.

b) Integrity

- Students are provided a copy of a Campus Integrity brochure that highlights student accountability and responsibilities.

c) Conduct

- Students are introduced to the Coordinator of Judicial Programs Student. His/her responsibility is to provide students with this information. Also the Student Code of Conduct is posted throughout the campus during the summer programming.

d) Financial Obligations

- students are mailed information from the admission office outlining tuition, fees, room and board and other anticipated costs of attending the University. Students will receive printed material from the Financial Aid office about responsible use of credit.

e) Ethical Use of Technology

- students attend a program *Making the Right Connections: Computing at NC State* which focuses on campus computing resources including accounts, labs, ResNet (residence hall connection), online training and the responsibilities using them brings.

Computer Training and Account Activation - during this training period students are introduced to ethical issues surrounding computer use and breaching computer integrity. For example, Napster, MP3 and other downloadable systems and software are discussed. This exercise does take place in one of the many computer labs.

Computing Services and Information Technology coordinates the above training opportunities.

The Agricultural Institute (two-year program) provides in-house service training for their students during Orientation.

- **Provide new students with information about academic policies, procedures, requirements, and programs sufficient to make well-reasoned and well-informed choices.**

- Each college meets with their students on day one of Orientation between 1:00 - 5:00 p.m. to discuss these issues.

- Each college is given the opportunity to meet on day one of Orientation between 8:00 - 9:00 p.m. to discuss these issues.

- Each college is given the opportunity to meet on day two of orientation between 10:45 am - 12:00 p.m. to discuss these issues.

- The assistant registrar in charge of TRACS (the course registration system) presents a workshop on the TRACS system between 7:00 - 7:30 p.m. on day one of each orientation session. A 30-minute small group meeting with an Orientation Counselor follows this session.

- During the TRACS registration period, academic advisors, registration and records staff, chemistry, foreign language, and math placement advisors are available to respond to student questions and concerns.

- **Inform new students about the availability of services and programs**

- NSO provides an information fair held on day two of Orientation. All student organizations and student service offices are invited to participate.

- All student service groups are invited to provide handouts, brochures, and informational handouts to be included in an information folder that all students receive at check-in.

- *Special Interest Sessions* are offered to students on day one of Orientation at 8:00-9:00p.m. Programs that have participated in the past include: Center for Student Leadership, Ethics, and Public Service, Cooperative Education, Study Abroad, Financial Aid, Greek Life, Intramural Recreational Sports, Pre-Law and Professional Programs, and University Career Center.

- Students are offered the opportunity to participate in Music Auditions while at Orientation. The Music Department offers auditions on day one of Orientation at 5:00-9:00p.m. The Music Department provides musical instruments to the students.

- Students are also provided an opportunity to visit a residence hall model room. University Housing provides a worksheet that highlights all residence halls on

campus. This worksheet includes: room dimensions; computer hook- up and outlets; furniture on site; and a room diagram.

- Students are offered the opportunity to make their ALLCampus card (student ID card) at any meal during Orientation. Representatives from the ALLCampus Network and University Dining are available in Fountain Hall to respond to student questions.

- Students are introduced to the *Get Booked Early Program* provided by the NCSU Bookstore. This program offers students an opportunity to visit the NCSU Bookstore to purchase books while at Orientation. The NCSU Bookstore also provides extensive written material for students.

- **Assist new students in becoming familiar with the campus and local environment**

a) Short campus tour -this includes student services offices, some residence halls, Talley Student Center, Witherspoon Student Center and Carmichael Gym.

b) Long campus tour - this includes student service offices, counseling center, health center, residence halls, interesting features and fun facts about the university and traditions.

c) Nine college specific tours (approved by college representatives) - this includes classrooms, computer labs, main academic offices, and interesting features of the college.

d) One program specific tour (Agricultural Institute, 2-year program)

e) Wolfline bus tours of campus and the surrounding community

f) Carmichael gym tours

g) Library Tours - main library

h) Hillsborough Street tours

i) Information Fair - student organizations, student services representatives and local banks are available are on-site to meet with students.

j) Orientation Counselors also include a game show activity during the evening activity session. This game show focuses on NC State trivia and facts.

k) Orientation Counselors prepare a student welcome session which places a focus on NC State cheers such as Red & White, Fight Song, etc.

l) NSO offers local community vendors an opportunity to provide handouts, brochures, and advertisements to students. A vendor table is set up during Orientation.

m) Co-curricular venues - students are introduced to the main student centers. Including Talley Student and Witherspoon Student Centers. These buildings house student group offices, student affairs offices and student eateries. The students also visit and eat all meals in the main dining facility.

n) Safety and Security - On day one of each session students are introduced in a small group meeting to the safety issues of living on a college campus. The information provided to the students is scripted by the Department of Public Safety. This office also provides information on day two of Orientation during the Community Issues program. Written information is also provided to students via the information folder.

o) Specific notes such as fire alarm procedures, access to telephones, security information, who to contact in case of emergency and main contact numbers are listed on the student schedule. Public Safety officers are hired to be on patrol at the residence hall and one officer is available on-site at the evening activities.

It should be pointed out that the Director of New Student Orientation is on site through out the evening (living in Bragaw Hall) and that all CORE staff members have pagers.

- **Provide intentional opportunities for new students to interact with faculty, staff and continuing students.**

- NSO provides on each day one of Orientation a *Panel Discussion* which students are invited to attend. This program consists of college specific faculty/staff and students who are available to respond to any questions, concerns or curiosities that new students may have.

- Orientation Counselors are available to students formally (small group settings) and informally (during meals) to discuss college life.

- College representatives (faculty/staff) are invited to the dining hall to meet and mingle with students. Donated meal tickets are provided to the faculty/staff.

- Colleges representatives invite their student leaders (FYC ambassadors, etc.) to meet with the students during appropriate times (non-advising, non- registration periods).

- A NSO volunteer corps is implemented during the summer program. This Corps consists of faculty, staff and current students. These volunteers are available to assist Orientation staff members and to answer student questions. Volunteers are also able to intermingle with students during the evening activities.

- **Provide new students with information and opportunities for self- assessment.**
 - Students have the opportunity to take a foreign language placement test at Orientation.
 - Students are required to take the SAT level 11 in Math for placement purposes.
 - Other self-assessments are college specific and may be contain within the first year seminar courses (e.g. MBTI and Strong Interest Inventory by FYC).
 - Students in certain programs are strongly encouraged to take the SAT level 11 in a foreign language for placement purposes.