

2006-2007 Impact Report 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).

Results and Observations

- Attendance for first-year students remained at 99% again in 2006
- Attendance for transfer students increased to 84% (from 78%)

Decisions

- Continue current practices for both first-year and transfer students

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).

Results and Observations

- Services related to housing, dining, and student ID card processing were provided for first-year and transfer students.
- Campus partners responsible for housing, dining, and student ID card processing indicated they were satisfied with the services provided to students related to these issues. One issue that needs attention for 2007 is the coordination of meals for the various groups that will be using Fountain Dining Hall for meals (New Student Orientation, Parents' Orientation, housing groups, etc.).

Decisions

- New Student Orientation will create a Dining Overview document in conjunction with Parents' Orientation in an attempt to better document when large groups of students and parents will be entering Fountain Dining Hall.

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).

Results and Observations

- Evaluation forms were provided for various academic and student services representatives to complete, and appropriate recommendations were reviewed and implemented.
- The former Director and the Interim Director scheduled assessment meetings to review data (rating and comments) with various offices (Office for Equal Opportunity, Music Department, Talley Student Center, Information Technology Division, Registration & Records, Diversity and African American Affairs, Community Issues Committee, Cashiers Office, Housing, Dining, AllCampus, Academic Support Program for Student Athletes, and all colleges)
- Overall, departments were satisfied but time constraints continue to be a problem for some programs.

Decisions

- NSO will continue current practices, and will address the issue of availability of time by recommending offices use WolfPack Welcome Week as a possible venue for distribution of information and resources.
- NSO will continue to schedule annual pre-planning and assessment meetings with representatives across campus. This is vital for all of the stakeholders.

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).

Results and Observations

- 97.6% of first-year students either strongly agreed (66.4%) or agreed (31.2%)
- 96.5% of transfer students either strongly agreed (54.5%) or agreed (42.1%)

Decisions

- NSO will continue to include the Office for Equal Opportunity in first-year and transfer student presentations and in the Orientation Counselor Training course to ensure the high level of awareness by students continues.

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).

Results and Observations

- 93.9% of first-year students either strongly agreed (57.6%) or agreed (36.3%)
- 93.6% of transfer students either strongly agreed (51.5%) or agreed (42.1%)

Decisions

- NSO will continue to include the Office for Equal Opportunity in first-year and transfer student presentations and in the Orientation Counselor Training course to ensure the high level of awareness by students continues.

3. Orientees will agree that they are aware of university policies regarding plagiarism and academic integrity (as indicated on the exit evaluations).

Results and Observations

- 97.3% of first-year students either strongly agreed (67.2%) or agreed (30.1%)
- 98.0% of transfer students either strongly agreed (56.9%) or agreed (41.1%)

Decisions

- The Office of Student Conduct will continue to be invited to present as part of the Welcome to transfer students and during the Community Issues Program for first-year students.

4. Orientees will agree that they are aware of university policies regarding responsible computer use (as indicated on the exit evaluations).

Results and Observations

- 95.1% of first-year students either strongly agreed (57.0%) or agreed (38.1%)
- 88.6% of transfer students either strongly agreed (38.6%) or agreed (50.0%)

Decisions

- NSO will continue to invite the Information Technology Division to present at first-year and transfer student Orientation programs.
- NSO will continue to work with ITD through pre-planning and assessment meetings to determine the most effective method of delivering this important material.

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).

Results and Observations

- 94.3% of first-year students either strongly agreed (57.0%) or agreed (37.3%)
- 94.1% of transfer students either strongly agreed (61.9%) or agreed (32.2%)

Decisions

- NSO will continue to invite Registration and Records to present at first-year and transfer student Orientation programs.
- NSO will continue to have the Orientation Counselors review the registration process in small group meetings during the morning of day two of first-year student Orientation.
- NSO will continue to work with Registration and Records through pre-planning and assessment meetings to determine the most effective method of delivering this important material.

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).

Results and Observations

- 88.3% of first-year students either strongly agreed (42.6%) or agreed (45.7%)
- 73.8% of transfer students either strongly agreed (27.7%) or agreed (46.0%)

Decisions

- NSO will continue to invite the Information Technology Division to present at first-year and transfer student Orientation programs.
- NSO will continue to work with ITD through pre-planning and assessment meetings to determine the most effective method of delivering this important material.

7. Orientees will agree that they are aware of NC State University's e-billing procedure (as indicated on the exit evaluations).

Results and Observations

- 77.8% of first-year students either strongly agreed (31.6%) or agreed (46.2%)
- 80.7% of transfer students either strongly agreed (38.6%) or agreed (42.1%)

Decisions

- NSO will work with the University Cashier's Office to refine their presentation to ensure that the e-billing process is clear and not diluted in a larger presentation on all services the UCO provides.

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).

Results and Observations

- 94.6% of first-year students either strongly agreed (54.2%) or agreed (40.4%)
- Not applicable for transfer students

Decisions

- NSO will continue to work with the Community Issues Committee to ensure that clear messages regarding university expectations are communicated during the Community Issues Program.

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).

Results and Observations

- 69.1% of first-year students either strongly agreed (17.8%) or agreed (51.3%)
- 54.5% of transfer students either strongly agreed (14.4%) or agreed (40.1%)

Decisions

- NSO will continue to emphasize to Orientation Counselors throughout their training the importance of informing orientees about NC State's history, traditions, and buildings as well as focus more time on how to give effective tours.
- NSO will attempt to determine whether this item has been marked low because students are not taking tours, appropriate and thorough information is not covered during tours, or some other reason presently unidentified.
- Rewording of this question will be considered for 2007.

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).

Results and Observations

4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree

- I can state the role of Undergraduate Academic Programs at NC State. (3.16/4.00)
- I can state NC State's alcohol policy. (3.80/4.00)
- I can state NC State's drug policy. (3.80/4.00)
- I can state the telephone number for Campus Police. (3.92/4.00)
- I can state NC State's policy on sexual and racial harassment. (3.75/4.00)
- I am aware of the differences between traditional and non-traditional students. (3.28/4.00)
- I am aware of the differences between transfer and first-year students. (3.84/4.00)
- I can effectively give a campus tour. (3.64/4.00)
- I know where all college main offices are located. (3.08/4.00)
- I am comfortable leading a small group discussion. (3.80/4.00)

Decisions

- NSO will continue to use the Orientation Counselor Knowledge Indicator to help gauge the level of knowledge and understanding the students indicate they have on particular subjects, especially those that are determined to be essential to their job.

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.

Results and Observations

- All professional staff members attended and presented at various conferences, both on the regional and national level. All members continue to be supportive of campus initiatives and serve on campus committees and university standing committees. EPA Activity Reports are on file for further review and descriptions.

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

3. Student staff training

- ECD223 course evaluation – Orientation Counselor Knowledge Indicator (D1)

4. Professional Staff Training and Development

- EPA semester activity report (E1)

V. **Implementation of Assessment**

A. Responsibilities

The Director of New Student Orientation 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.

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
- Administrative Support Assistant = AdSupAsst
- Administrative Support Specialist = AdSupSpec

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

- Student (opscan) exit evaluation – D
- Develop evaluation – D
- Data collection – D
- Analysis of data – AD, D
- Writing the results – D
- Reporting the results – D
- Making decisions – All

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

2. Orientation programs for transfer students (Fall 2006)

- Student (online) 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 – AdSupSpec
Data collection – AdSupSpec

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.