Mission: UNC Asheville's Transition and Parent Programs Office provides support for new students and their families to successfully transition into university life through programs and services that promote personal, social and academic engagement within the campus and local community.

Chair/Director: Stephanie Franklin
Assessment Liaison: Nancy Yeager

Outcome: OL Leadership Skills

As a result of participation in the orientation leader program, OLs will demonstrate leadership skills in the following areas: customer service, problem solving, project management, and communication.

Outcome Type: Learning
Start Date: 05/01/2013
End Date: 07/31/2013
Outcome Status: Active

Strategy:
1. OLs will participate in customer service, problem solving, project management, and effective communication training as part of their for-credit course, as well as during their final training session in June 2013.
2. OLs will receive training scenarios in which to apply and hone customer service, problem solving, project management, and effective communication skills.
3. OLs will demonstrate knowledge of customer service skills, problem solving, project management, and communication skills through practical application during orientation that will be evaluated through performance indicators.
4. OLs will acknowledge, through pre- and post- test evaluations, that they have an understanding and working knowledge of customer service, problem solving, project management, and communication skills.

Means of Assessment

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<tr>
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<tbody>
<tr>
<td>Professional staff will utilize training observation forms during the training week in June to assess OLs' development within these areas.</td>
<td>90% of OLs will achieve this learning outcome.</td>
<td>Observations will be made continuously throughout the Summer training week.</td>
<td>Yes</td>
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<tr>
<td>Assessment Method Category:</td>
<td>Observation</td>
<td></td>
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<tr>
<td>Assessment will be conducted through OL pre- and post-test evaluations, which will be administered by professional staff.</td>
<td>90% of OLs will achieve this learning outcome.</td>
<td>Evaluations will be administered to OL staff at the beginning of the Spring semester course and at its conclusion.</td>
<td>No</td>
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<tr>
<td>Assessment Method Category:</td>
<td>Survey</td>
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<tr>
<td>Professional staff will give OLs a leadership inventory skill pretest at the beginning of the orientation class and give a posttest at the end of the training week in June. Data will be analyzed to determine the level of improvement in the leadership skills above. The practical competence portion of assessing these skills will be addressed in their performance evaluations.</td>
<td>90% of participants will report an increase in demonstrating effective customer service skills from pre to post 80% of participants will report an increase in their ability to problem solve from pre to post test 90% will report an increase in ability to manage projects effectively from pre to post 80% will report an increase in ability to effectively communicate from pre to post</td>
<td>Pre test - January 2013 Post test - June 2013 Performance Review - June/July 2013 (as part of practical competence in working with embark)</td>
<td>Yes</td>
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</table>

Related Documents:
2013 OL Pre-Test

Related Goals
SA - Transition & Parent Programs
* Strategic Plan Goal 2 - Liberal Arts - Promote student development and learning through programs and services that prepare individuals for active and invested lives, careers, and community service.

Outcome: OL Leadership Development
As a result of participating in the Orientation Leadership Class, as well as attendance at the regional conference (SROW) and intensive training week held in June, 90% of OLs will demonstrate an increase in competency in the following areas: customer service, effective problem solving and leadership.

Outcome Type: Learning
Start Date: 01/01/2014
End Date: 07/31/2014
Outcome Status: Active

Strategy: The structure of the Orientation Leadership Class was completely restructured for spring 2013, with the addition of a new Director of Transition and Parent Programs. As such, this will remain an outcome through 2014 to assess the restructure. Survey feedback from previous embark participants indicate a need to increase OLs competency within customer service, problem solving and leadership.

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<td>Pre- and Post-Tests will be administered to OLs (at the beginning of the Orientation Leadership Class and at the end of the training intensive in June).</td>
<td>90% of OLs will report an increase in their customer service skills. 85% of OLs will report an increase in their ability to effectively solve problems. 95% of OLs will report an increase in their leadership skills.</td>
<td>Pre-test will be administered in January. Post-test will be administered in June.</td>
<td>Yes</td>
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<tr>
<td>Assessment Method Category: Survey</td>
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Assessment will be conducted throughout the OL Class in the spring semester, as well as the training intensive in June. Data will be analyzed to determine changes in skill competencies.

Assessment Method Category: Observation

90% of OLs will demonstrate a noticeable increase in their customer service, effective problem solving and leadership skills.

Observations will be made throughout the spring and summer.

Yes

Related Goals
SA - Transition & Parent Programs
* Strategic Plan Goal 2 - Liberal Arts - Promote student development and learning through programs and services that prepare individuals for active and invested lives, careers, and community service.

Outcome: Non-Traditional Student Programming
As a result of their participation in the Transition 101 workshop series for the 2013-14 academic year, 60% of students who attend a session will report the acquisition of information that will help them be successful UNC Asheville students.

Outcome Type: Learning
Start Date: 09/15/2013
End Date: 05/31/2015
Outcome Status: Active

Strategy: Restructure the TRANSFERmation and P2P programs into a single program, titled Transition 101, which will focus on providing support for UNC Asheville's transfers, veterans, and non-traditional student population. Surveys will be administered at the end of each Transition 101 session & will ask students if they gained any information during the session that they plan to utilize in order to be successful at UNC Asheville.

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<td>Administer survey to participants to discern effectiveness of programs offered for non-traditional students.</td>
<td>85% students will indicate satisfaction with programming offered. 80% of students will report a greater connection to the larger campus community through their participation in</td>
<td>short evaluations will be sent to all participants after each program, followed by a survey administered at the end of each semester.</td>
<td>Yes</td>
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<td>Assessment Method Category: Survey</td>
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<td>Observation of student participation rates will be used.</td>
<td>We will average 10 non-traditional students at each program.</td>
<td>Observations will be made at each program.</td>
<td>Yes</td>
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**Assessment Method Category:** Observation

**Related Goals**

**SA - Transition & Parent Programs**

* Strategic Plan Goal 2 - Liberal Arts - Promote student development and learning through programs and services that prepare individuals for active and invested lives, careers, and community service.

**Outcome: Transfer embark Orientation**

As a result of participation in orientation, 90% of transfer students will indicate an understanding of the resources and programs specifically geared to assist transfer students in transitioning into UNC Asheville’s campus community.

- **Outcome Type:** Learning
- **Start Date:** 05/31/2013
- **End Date:** 06/30/2014
- **Outcome Status:** Active

**Strategy:** The Transfer embark Orientation schedule will be revamped, beginning summer 2013, to highlight specific aspects of and resources within the campus community that will assist them in their transition to UNC Asheville. All transfer embark participants will receive a survey that asks them to indicate whether or not they can identify the resources and programs specifically geared to assist them in transitioning into UNC Asheville’s campus community. Summer 2013 and Spring 2014 embark sessions will be evaluated for this outcome.

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<td>Transfer Orientation Evaluation</td>
<td>85% of students will self-report an understanding of the resources and programs geared to assist them in transitioning to UNC Asheville’s campus community.</td>
<td>Evaluations will be sent to Transfer embark participants in July 2013 and January 2014.</td>
<td>Yes</td>
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</table>

**Assessment Method Category:** Survey

**Related Goals**

**SA - Transition & Parent Programs**

* Strategic Plan Goal 2 - Liberal Arts - Promote student development and learning through programs and services that prepare individuals for active and invested lives, careers, and community service.

**Outcome: Parent Programming**

Create, develop and implement a parent program to be held during the spring semester that will facilitate and reinforce parents’ connection with UNC Asheville.

- **Outcome Type:** Strategic
- **Start Date:** 08/01/2013
- **End Date:** 05/31/2015
- **Outcome Status:** Active

**Strategy:** Review programming opportunities, such as offering a social during the weekend NPC is in town for their spring meeting, to be incorporated into Parent Programming.

The goal of implementing a new program for parents during the spring is to:
- Provide a meaningful engagement opportunity for parents to interact with UNC Asheville.
- Add value to the already existing resources available to parents to keep them connected to UNC Asheville throughout the year.
- Provide an opportunity for parents to learn about what is going on at UNC Asheville.
- Provide an opportunity for parents to further develop community and connection amongst each other as a group.
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<td>Implementation of a program that can be used to connect parents to the UNC Asheville campus community every spring semester.</td>
<td>We either have a program offered to the parents during the spring semester or we don't.</td>
<td>The program should be in place, implemented and fully functional by spring 2015. Feedback regarding the program will be solicited by survey, as well as via information conversations and email correspondence with parents.</td>
<td>Yes</td>
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Outcome: Veteran Student Programming

The Office of Transition and Parent Programs will serve 40% of the Veteran student population during the 2013-2014 academic year through programming and events geared specifically for Veteran students.

- **Outcome Type:** Strategic
- **Start Date:** 05/31/2013
- **End Date:** 05/31/2014
- **Outcome Status:** Active

**Strategy:** Outcome will be determined by noting unique student participation rates for all Transition 101 sessions offered during the 2013-14 academic year. Survey Veteran students to determine satisfaction rates for programming, as well as areas for improvement as the program develops. Make adjustments in accordance with current trends within Higher Education for supporting veteran students.

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<td>Note the number of student attendance rates at programs sponsored by Veterans Programs within the Office of Transition and Parent Programs.</td>
<td>40% of all veteran students (as identified by the University) will attend at least 1 program offered through Veterans’ Programs and Services.</td>
<td>Attendance will be taken at each program, and totals tallied at the end of fall and spring semesters.</td>
<td>Yes</td>
</tr>
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Related Goals

**SA - Transition & Parent Programs**

* Strategic Plan Goal 2 - Liberal Arts - Promote student development and learning through programs and services that prepare individuals for active and invested lives, careers, and community service.

Outcome: pre-rendezblue leadership skill development

As a result of pre-rendezblue 50% of participants will report improvement in the following skills from pre- to post-test: teamwork, decision-making, and critical thinking.

- **Outcome Type:** Learning
- **Start Date:** 08/15/2013
- **End Date:** 08/18/2016
- **Outcome Status:** Active

**Strategy:** pre-rendezblue participants will be administered pre- and post-test surveys that ask them to assess their development within each of these skill sets.

Outcome: pre-rendezblue capacity building

The pre-rendezblue program will serve 30% of new students annually and will gain a satisfaction rate of 85% among all participants.

- **Outcome Type:** Operational
- **Start Date:** 08/15/2013
- **End Date:** 08/18/2016
- **Outcome Status:** Active

**Strategy:** The number of pre-rendezblue participants will be compared with the number of incoming new students to determine the program's ability to build capacity. A survey will be administered to participants after the completion of the program to gauge their satisfaction rates.
Outcome: pre-rendezblue alcohol awareness and education
As a result of staff training, 75% of pre-rendezblue trip leaders will gain an understanding of the dangers of irresponsible alcohol decisions as they relate to UNC Asheville. Additionally, 75% of pre-rendezblue trip leaders will successfully communicate the dangers of irresponsible alcohol decisions to pre-rendezblue participants.

**Outcome Type:** Learning
**Start Date:** 08/15/2013
**End Date:** 08/18/2016
**Outcome Status:** Active

**Strategy:** Administer a pre-test to pre-rendezblue trip leaders at the beginning of an alcohol education and awareness training session. Follow-up with a post-test at the end of the training session to determine the trip leaders’ understanding of the subject.

Outcome: pre-rendezblue civic engagement
As a result of pre-rendezblue, 50% of participants will demonstrate improvement in problem solving through successfully communicating solutions to a community problem.

**Outcome Type:** Learning
**Start Date:** 08/15/2013
**End Date:** 08/18/2016
**Outcome Status:** Active

**Strategy:** Administer a pre- & post-test to pre-rendezblue participants asking them to report their experience in and willingness to successfully communicate solutions to a community problem.