

Assessment Plan for Administrative and Educational Support Units (within Division of Student Affairs)

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Mission Statement (include linkage to University mission, DSA mission and Academic Plan)

The mission of the Office of New Student Programs is to provide all new undergraduate students and their parents with a comprehensive introduction to college life in general and to the University of North Carolina at Chapel Hill specifically. There are three specific components to this mission:

1. To introduce students and their parents to the broad educational opportunities of the University and to assist the students in making a smooth transition into the University for academic success and retention
2. To facilitate students' and their parents' familiarization with University policies and procedures and its facilities
3. To foster a feeling of "home" among new undergraduate students by promoting and enhancing their incorporation into the Carolina family.

Our programs are designed to introduce new students to the importance of sound intellectual, moral, social, and physical development. New Student programs emphasize academic and social success, explore the nature of multiculturalism and diversity, health and wellness, and promote personal safety, especially in social interactions, because these are prevalent issues in society today. Although our programs are introductory in nature, they serve as valuable precursors to students' academic, personal, and social development during their tenure at the University of North Carolina at Chapel Hill.

Intended Outcomes (add lines as needed)	Assessment Procedures/Methods	Data Collection Schedule (year, semester, etc.)	Actual Results	Improvements Based On Results
<p>1. During CTOPS, students will become more knowledgeable of academic/professors' expectations of students.</p> <p><i>Academic Plan: #A.5.</i></p> <p><i>QEP: Aesthetics</i></p>	<p>Online survey administered following each summer orientation session.</p>	<p>every summer since at least 2001</p>	<p>In 2003 64% of student participants either agreed or strongly agreed that they "have a better idea of what professors at Carolina will be expecting of them;" 24% either disagreed or strongly disagreed with that statement. Based on observations, it was determined that there was too much inconsistency in what the various professors were communicating in their sessions.</p>	<p>To create a consistent message, a video was made regarding professor's expectations of students and this was shown at every 2004 CTOPS "Professors' Perspectives" session. 77% of students agreed or strongly agreed that the video was effective in making them more knowledgeable of professors' expectations of students. Only 7% either disagreed or strongly disagreed.</p>
<p>2. During CTOPS, students will learn Carolina's academic requirements that they must fulfill within the General College</p> <p><i>Academic Plan: #A.3.</i></p> <p><i>QEP: Aesthetics</i></p>	<p>Online survey administered following each summer orientation session.</p> <p>Focus group of first-year students</p>	<p>every summer since at least 2001</p> <p>Spring semester 2004</p>	<p>In 2003, 90% of student participants either agreed or strongly agreed that they knew the academic requirements; 10% disagreed/strongly disagreed.</p> <p>We used a focus group of students to solicit recommendations on how to improve the academic advising process</p>	<p>Changes were made to the academic advising workshop and to the academic advising guide. In 2004, 93% either agreed or strongly agreed that they knew the academic requirements; 7% disagreed/strongly disagreed.</p>

			during CTOPS and how to improve the academic advising guide.	
<p>3. At CTOPS, students will learn about co-curricular educational opportunities and the benefits of these programs.</p> <p><i>Academic Plan: #E.2., E.3., F.1.</i></p> <p><i>QEP: Management, Pathways</i></p>	Online survey administered following each summer orientation session.	every summer since at least 2001	<p>An average of 26% of students believed they needed more information on getting involved in co-curricular activities and 41% said adequate information was provided on the topics. In addition, approximately 55% of students did not attend the programs.</p> <p>We used a student focus group to solicit recommendations on how to increase student attendance.</p>	<p>In 2003, the six co-curricular topics were separated into 2 groups and presented twice; attendance was very low at these sessions.</p> <p>To increase attendance in 2004, this program was restructured - the six co-curricular topics were addressed in separate sessions and were presented 5 times each; orientation leaders had a group meeting just prior to the sessions and walked their students over to the sessions. Attendance was very high and satisfaction with the sessions increased. An average of 22% found the sessions only somewhat or not helpful and 77% found them helpful/very helpful. Only 2% did not attend these sessions.</p>
<p>4. Students will learn a broad array of services available to assist them at Carolina.</p> <p><i>QEP: Pathways</i></p>	Online survey administered following each summer orientation session.	every summer since at least 2001	<p>In 2003, 52% thought the Information Fair was a great way to gather information from several University departments; 6% disagreed and 43% did not attend.</p> <p>We used a student focus group to solicit recommendations on how to increase student attendance.</p>	<p>The second day of CTOPS was restructured to encourage students to attend sessions throughout the entire program instead of leaving once course registration was completed, which could be as early as 9:00 a.m. With the new structure, the earliest students could complete course registration was 1:20 p.m. In addition, Orientation Leaders were asked to encourage their students to attend the Information Fair.</p> <p>In 2004, 65% of students believed the Information Fair at CTOPS provided helpful information about a variety of departments, programs and services available at Carolina; 5% disagreed; and 29% did not attend. In 2005, the</p>

				Information Fair is being given a higher profile, made more festive, and students will be encouraged to attend the fair as an orientation group and not as individuals.
<p>5. As a result of CTOPS, first-year students will feel more confident about becoming a student in the fall.</p> <p><i>QEP: Vision</i></p>	Online survey administered following each summer orientation session.	This question was added in 2004 to the online survey.	In 2004, 90% of students agreed/strongly agreed that they felt more confident in beginning the fall semester as a result of CTOPS; 4% disagreed, and 6% were unsure.	In 2005, this information was provided to the Orientation Leaders (OLs) and they were asked what they can do to help increase the CTOPS students' level of confidence in becoming a Carolina student. The OLs will be asked to incorporate the OL group's ideas into how they conduct their jobs at the 2005 CTOPS sessions.
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