Our Mission:

Navigate orientation is a program serving accepted students attending Armstrong for the first time. The facilitation of transition includes and introduction to university life and an overview of the intellectual, cultural and social climate of Armstrong.

Strategic Planning:

The following learning outcomes support Armstrong’s Strategic Plan, specifically Strategic Goals 1 and 2:

- Strategic Goal 1: “Armstrong will impart the skills and habits of mind to motivated students that will help them realize their potential as productive citizens of the world.”
- Strategic Goal 2: Armstrong will build upon and strengthen its foundational commitment to teaching, ensuring that transformative student learning occurs inside and outside the classroom.”

Introduction to the Summer 2015 Data:

*The data collected for the duration of summer 2015 will serve as benchmarking for future Navigate Orientation sessions.*

- Student Surveys completed: 783
- Guest Surveys completed: 440

Navigate Program Learning Outcomes

Goal: To facilitate the transition of first-year students into the collegiate environment.

**Objective #1:** The Navigate Orientation program will develop activities, guides, and programs to enhance peer-to-peer interactions.

**Associated Learning Outcome #1:** As a result of attending Navigate Orientation, students will express satisfaction with their experience of connecting and engaging with their peer leaders and group members through intentional interactions.

**Results:**
- 97% of new incoming first-year students expressed satisfaction (Extremely Satisfied & Very Satisfied) of their interactions with peer leaders.
- 92% of new incoming first-year students expressed satisfaction (Extremely Satisfied & Very Satisfied) of their interactions with small peer groups.

**Person Responsible for Assessment:** Assistant Director of Student Life

**Objective #2:** The Navigate Orientation program will provide students and guests an enjoyable and worthwhile experience.

**Associated Learning Outcome #1:** As a result of attending Navigate Orientation, students and their guests will be able to rank their satisfaction with the program, staff and its operations as positive.

**Results:**

**Students**
- 96% of students identified that the check-in process was efficient (Strongly Agreed & Agreed).
- 98% of students identified that the Navigate Team made them feel welcome (Strongly Agreed & Agreed).
- 97.6% of students identified that the Navigate Team answered all of their questions (Strongly Agreed & Agreed).

**Guests**
- 92% of guests identified that the check-in process was efficient (Strongly Agreed & Agreed).
- 95% of guests identified that the Navigate Team made them feel welcome (Strongly Agreed & Agreed).
- 94% of guests identified that the Navigate Team answered all of their questions (Strongly Agreed & Agreed).

**Person Responsible for Assessment:** Assistant Director of Student Life, Allison Lyon

**Student Learning Outcomes**

**Goal #1:** To expose students to support services that will enhance their student success.

**Objective:** Students will recognize student services that contribute to first-year success.

**Associated Learning Outcomes #1:** Identify at least three University resources that can support their academic success.

**Results:** Due to the survey conducted, students listed an array of items, but did not fully understand the question as some items listed were not necessarily identified as academic support services or programs. 4% of respondents chose not to respond.
• 83% of students attending Navigate were able to identify three resources that supported their academic success at Armstrong.
• 80% of students attending Navigate were able to identify at least two resources that supported their academic success at Armstrong.

**Associated Learning Outcome #2:** Explain the role of their academic advisor in supporting student success.

**Results:** Due to the survey conducted, the results identify how students ranked the importance of their academic advisor to them.
• 96% of students ranked the importance of their academic advisor in supporting their success as a 4 or 5 on a likert scale of 1-5.

**Associated Learning Outcome #3:** Students will recall university costs, financial obligations, and availability of financial resources.

**Results:** Due to the survey conducted, the results identify how students ranked the importance of offices related to financial obligations.
• 90% of students ranked the importance of Financial Aid between a 4 or 5 on a likert scale of 1-5.
• 67.3% of students ranked the importance of the Bursar between a 4 or 5 on a likert scale of 1-5.

**Person Responsible for Assessment:** Assistant Director of Student Life, Allison Lyon

**Goal #2:** To engage students in co-curricular activities supporting student and academic success.

**Objective:** Students will identify the importance of co-curricular engagement and its contributions to first-year success.

**Associated Learning Outcome #1:** Students will choose three co-curricular activities that align with their values for first-year success

**Results:** 10% of respondents chose to not answer this question.
• 82% of students attending Navigate were able to identify three areas outside the classroom which they wished to be involved.

**Person Responsible for Assessment:** Assistant Director of Student Life, Allison Lyon

**Goal #3:** To explain students’ rights and responsibilities as an academic and civic scholar

**Objective:** Students will recognize the significance of student behavior expectations specific to academic integrity, classroom demeanor/expectations, and student conduct.

**Associated Learning Outcome #1:** Students will describe their level of knowledge as it pertains to their rights and responsibilities in and out of the classroom.
Results:

- 86% of students described their level of knowledge related to academic integrity as “Excellent” or “Very Good”.
- 85% of students described their level of knowledge related to classroom expectations as “Excellent” or “Very Good”.
- 88% of students described their level of knowledge related to student conduct as “Excellent” or “Very Good”.

**Person Responsible for Assessment:** Assistant Director of Student Life

**Parent & Family Member Learning Outcomes**

**Goal #1:** To expose parent and family members to support services that will enhance their student’s academic success.

**Objective:** Parent and family members will recognize student services that contribute to first-year success.

**Associated Learning Outcome #1:** Identify at least three University resources that parent and family members can use to support their students’ academic success.

**Results:** Due to the survey conducted, guests listed an array of items, but not specific to only what they could utilize. 26% of respondents chose not to respond to this question.

- 60% of guests responded with three resources they or their student can use to help their academic success

**Associated Learning Outcome #2:** Parent and family members will recall university costs, financial obligations, and availability of financial resources.

**Results:** Due to the survey conducted, the results identify how students ranked the importance of offices related to financial obligations.

- 90% of guests ranked the importance of Financial Aid between a 4 or 5 on a likert scale of 1-5.
- 81% of guests ranked the importance of the Bursar between a 4 or 5 on a likert scale of 1-5.

**Person Responsible for Assessment:** Assistant Director of Student Life

**Goal #2:** To expose parents’ and family members’ to their rights and responsibilities in the University setting.

**Objective:** Parent and family members will recognize the correlating laws and implications related to student information and access.

**Associated Learning Outcome #1:** Parent and family members will be able to explain the Family Educational Rights and Privacy Act (FERPA).
Results: Due to the survey conducted, the results identified the level of awareness guests had about how FERPA pertains to them.

- 75% of attending guests identified their awareness as it relates to FERPA as “Extremely Aware” or “Moderately Aware”.
  - 43% Extremely Aware
  - 32% Moderately Aware

Person Responsible for Assessment: Assistant Director of Student Life