Our Mission:

The mission of the Navigate Orientation program is to serve and aid accepted students in their transition to Armstrong. This includes an introduction to university life, 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 2016 Data:

- First-Year Student Surveys completed: 837
- Transfer/Non-Traditional Student Surveys completed: 161
  - The data related to this population will serve as a benchmark for future years.
- Guest Surveys completed: 483

Navigate Program Outcomes

Goal: To facilitate the transition of new Armstrong students and their families 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/group members through intentional interactions.

Results:
First-Year Students (Goal 95%)

- 93% of new incoming first-year students expressed satisfaction (Extremely Satisfied & Very Satisfied) of their interactions with peer leaders.
- 85% of new incoming first-year students expressed satisfaction (Extremely Satisfied & Very Satisfied) of their interactions with small peer groups.

Transfer/Non-Traditional (Benchmark Year)

- 88% of new incoming transfer/non-traditional students expressed satisfaction (Extremely Satisfied & Very Satisfied) of their interactions with peer leaders.

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:

First-Year Students (Goal 95%)

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

Transfer/Non-Traditional Students (Benchmark Year)

- 95% of students identified that the check-in process was efficient (Strongly Agreed & Agreed).
- 97% of students identified that the Navigate Team made them feel welcome (Strongly Agreed & Agreed).
- 96% of students identified that the Navigate Team answered all of their questions (Strongly Agreed & Agreed).

Guests (Goal 95%)

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

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

**Objective #3:** The Navigate Orientation program will develop strategic education and advisor interactions to further enhance the student and advisor relationship.

**Associated Learning Outcome #1:** As a result of attending Navigate Orientation, and interactions with the student’s academic advisor, students will express satisfaction with their advising experience and their final course schedule.

**First-Year Students (Benchmark Year)**

• 85% of students described their level of satisfaction related to their academic advising experience as “Excellent” or “Very Good”.

• 78% of students described their level of satisfaction related to their first-semester at Armstrong course schedule as “Excellent” or “Very Good”.

**Transfer/Non-Traditional Students (Benchmark Year)**

• 79% of students described their level of knowledge related to their academic advising experience as “Excellent” or “Very Good”.

• 73% of students described their level of satisfaction related to their first-semester at Armstrong course schedule as “Excellent” or “Very Good”.

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

**Objective #4:** The Navigate Orientation program will prepare incoming students for their first academic year at Armstrong State University.

**Associated Learning Outcome #1:** After attending Navigate Orientation, new students will express a strong feeling of preparedness as they enter their first year at Armstrong.

**First-Year Students (Benchmark Year)**

• 81% of first-year students expressed their level of preparedness related to their upcoming academic year as “Excellent” or “Very Good”.

**Transfer/Non-Traditional Students (Benchmark Year)**

• 76% of transfer/non-traditional students described their level of preparedness related to their upcoming academic year as “Excellent” or “Very Good”.
First-Year Student Learning Outcomes

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

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

**Associated Learning Outcomes #1:** 85% of first-year students will 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. 5% of respondents chose not to respond.

- 90% of students attending Navigate were able to identify three resources that supported their academic success at Armstrong.
- 94% of students attending Navigate were able to identify at least two resources that supported their academic success at Armstrong.

**Associated Learning Outcome #2:** First-year students will identify their level of knowledge as it pertains to making changes to their course schedules during Navigate.

**Results:** 70% of students described their level of knowledge related to making course schedule changes as “Excellent” or “Very Good”.

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

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:** 85% of first-year students will choose three co-curricular activities that align with their values for first-year success

**Results:** 7% of respondents chose to not answer this question.

- 76% of students attending Navigate were able to identify three areas outside the classroom which they wished to be involved.
- 87% of students attending Navigate were able to identify two 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:** 85% of first-year students will describe their level of knowledge as it pertains to their rights and responsibilities in and out of the classroom.

**Results:**

- 82% of students described their level of knowledge related to academic integrity as “Excellent” or “Very Good”.
- 83% of students described their level of knowledge related to classroom expectations as “Excellent” or “Very Good”.
- 85% 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

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**Transfer/Non-Traditional Student Learning Outcomes**

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

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

**Associated Learning Outcomes #1:** Transfer/Non-traditional students will 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. 7% of respondents chose not to respond.

- 80% of students attending Navigate were able to identify three resources that supported their academic success at Armstrong.
- 88% of students attending Navigate were able to identify at least two resources that supported their academic success at Armstrong.

**Associated Learning Outcome #2:** Transfer/Non-traditional students will identify their level of knowledge as it pertains to making changes to their course schedules during Navigate.

**Results:** 72% of students described their level of knowledge related to making course schedule changes as “Excellent” or “Very Good”.

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

**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:** Transfer/Non-Traditional students will choose three co-curricular activities that align with their values for first-year success.
Results: 17% of respondents chose to not answer this question.

- 53% of transfer/non-traditional students attending Navigate were able to identify three areas outside the classroom which they wished to be involved.
- 70% of students attending Navigate were able to identify at least two 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: 85% of first-year students will describe their level of knowledge as it pertains to their rights and responsibilities in and out of the classroom.

Results:

- 84% of students described their level of knowledge related to academic integrity as “Excellent” or “Very Good”.
- 83% of students described their level of knowledge related to classroom expectations as “Excellent” or “Very Good”.
- 84% 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. 18% of respondents chose not to respond to this question.

- 72% of guests responded with three resources they or their student can use to help their academic success
- 78% of guests responded with at least two resources they or their student can use to help their academic success
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: 80% of parent and family members will be able to express their level of awareness as it pertains to the Family Educational Rights and Privacy Act (FERPA).

Results:

- 81% of attending guests identified their awareness as it relates to FERPA as “Extremely Aware” or “Moderately Aware”.
  - 46% Extremely Aware
  - 35% Moderately Aware

Person Responsible for Assessment: Assistant Director of Student Life