

# UNC Asheville Division of Student Affairs Departmental Annual Report

## *Residential Education 2008-2009*

**Department Mission** - The UNC Asheville Office of Residential Education, works within the residence hall communities to make the most of the student opportunity to experience University life through our multi-tiered programs. Our staff of more than 100 is highly committed to creating and maintaining a living environment that fosters and facilitates personal growth, good citizenship and community involvement within the residence halls and beyond.

**Executive Summary** — *Residential worked on the development and implementation of four goals over the past academic year. These included: (1) The development of intentional outreach processes for freshman students reported as having academic difficulty, (2) the creation and implementation of increased diversity programming, training and collaboration efforts, (3) the establishment of four paraprofessional internships, and the construction of a LifeSkills curriculum.*

*We achieved several successes with the implementation of these goals, including increased retention in the fall 2008 semester for residential students of 98%. Another success included newly developed programs and trainings in the area of diversity where we reached over 500 students with programming. Our Travelling Residential Informational Programs continue to need development to reach the numbers of students that we aspire to connect with, but we are hopeful that with some modifications, the program will grow in popularity and importance to the residential population. Lastly, we had two students who have completed successful internships and will have two more participating in different types of internships for academic credit this summer. Our hope is that each year, we can house even more internships from a variety of academic departments within Residential Education.*

*We have learned a lot this year about our efforts towards goals and visioning and look forward to the opportunity to plan our goals for the coming year, which will likely include revisions on current goals seen here as well as the inclusion of new ones.*

## Goals & Assessment

1. Departmental Goal - First-year residential students will be successful academically and persist institutionally
2. Linkage to Foundation Documents
  - a. Division Goal —*Students persist and achieve academically*
  - b. University Strategic Action Plan — *Undergraduate Education – Increase student engagement, retention, diversity, and graduation rates, while maintaining or improving selectivity.*

- c. University Strategic Plan Learning Goals – 12. *Students develop critical thinking and problem solving skills.* 13. *Students develop courage, inclination, and work ethic to develop solutions, work towards them, and inspire others to do the same.*
  - d. UNC Tomorrow Priorities – 4.1.1. *UNC should prepare its students for successful professional and personal lives in the 21<sup>st</sup> century, equipping them with the tools they will need to adapt to the ever-changing world.*
  - e. Community Principals – *A college is an educationally purposeful community, a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.*
  - f. CAS Standards – *Intellectual growth, enhance self-esteem, development of an educational community.*
3. Measured Outcomes –
- *80% of first-year residential students will return to UNC Asheville for their second year with a GPA of 2.0 or higher*
  - *90% of first-year residential students who receive interventions and attend academic support programming will report that these strategies had a positive impact on their academic success*
    - a. Action Plan –
      - *Residential Education staff will utilize MAP-Works survey response data to identify and intervene with students reported as having academic difficulty.*
      - *Community Directors will conduct one on one meetings with residential students reported as being on academic probation during the spring semester.*
      - *Community Directors will conduct one on one educational interventions with students reported by both faculty and Academic Support Services as not attending or receiving unsatisfactory progress grades.*
    - b. Assessment Method –
      - *Each Community Director kept tallies of the number of interventions with students related to MAP-Works, number of interventions with students based on info sent from faculty and through Academic Support Services, and they also kept tallies of students that were met with at the request of the Care Team*
      - *Community Directors later would check with students to discuss their progress or lack of progress and would ask about the students' satisfaction or dissatisfaction with the interventions. Based on the results of these conversations, CDs would then refer students to appropriate resources and check back periodically on their progress.*
      - *Data was tallied to determine if 80% of first-year residential students returned to UNC Asheville for both the Spring 2009 semester and for the 2009-2010 academic year*
      - *Data was tallied to determine if 90% of first-year residential students who receive interventions and attend academic support programming will report that these strategies had a positive impact on their academic success.*
    - c. Summary of Findings – *For the fall semester 2008, freshman returning to campus for the spring semester was at approximately 90% which exceeded our hopes. However, we have yet to determine the actual return rate of freshman to UNCA for fall 2009 completely and we have yet to determine GPAs for those returning. In addition, we are unsure if the interventions were the cause of success of these students. Those results will not be available until the middle of the summer. All total, Community Directors had over 300 interventions with students related to academic issues, which is equivalent to almost 1/3 of the residential population and ½ of the freshman residential population.*

*Of those 300 students, over half were met with more than once. Out of those students at least half reported that the interventions proved helpful to their academic success. The other half reported that they did not feel they needed interventions, or reported that they did not want to be in school at UNCA anyway. Several of these students withdrew during the fall semester for a variety of reasons.*

- d. *Decisions – Based on the amount of success achieved from both the use of MAP-Works and the Community Director interventions, we plan to continue these practices with possible amendments to our methods in the future. We have already worked with the creators of MAP-Works to amend some of the previously perceived problems with the system for the upcoming academic year, which we believe will assist in our interventions by professional staff. We also have hopes of including more academic programming which will be encouraged and planned around the students who had meetings. This year, we did not provide that service. Ultimately, but possibly further down the road, we hope to implement an academic tutoring program which would be manned by residential students in the residence halls during evening hours to provide extensive availability for students in need. This program is probably a year away from implementation*

*In addition, we hope to firm up our methods of assessment with possible focus groups and surveys for those students receiving interventions in order to determine exactly how much credit they would attribute to the interventions in their academic endeavors.*

*Timeframe to reassess – Residential Education will continue to reassess our percentages as the data comes back from the academic year related to student retention for the 2008-2009 academic year. As we fine tune our procedures and methods, we will continue to reassess at the end of the fall 2009 semester.*

## Goals & Assessment

4. Departmental Goal – Students will engage with and learn from others of diverse populations
5. Linkage to Foundation Documents
  - a. Division Goal – *Students communicate effectively, students appreciate and respect diversity, and students solve problems creatively.*
  - b. University Strategic Action Plan –
    - *Diversity and Inclusion – create a holistic and specific definition of diversity that targets our responsibility in relation to underrepresented groups. Develop specific student, faculty, and staff recruitment plans to meet those responsibilities.*
    - *Assure that faculty and staff in all departments work to make their memberships more diverse and their departmental culture more inclusive and welcoming each year.*
    - *Increase Intercultural experiences on campus.*
  - c. University Strategic Plan Learning Goals – *Students demonstrate a responsibility to individuals, community, and humanity. Students develop a respect for differences. Students practice lively engagement with others and the world. Students build a strong understanding of self, purpose, connection to the world and their potential for changing it.*

- d. *UNC Tomorrow Priorities – 4.1.1. UNC should prepare its' students for successful professional and personal lives in the 21<sup>st</sup> century, equipping them with the tools they will need to adapt to the ever-changing world.*
  - e. *Community Principals – A college is an educationally purposeful community, a place where faculty and students share academic goals and work together to strengthen teaching and learning on campus.*
  - f. *CAS Standards – Career choices, leadership development, collaboration, and diversity*
6. *Measured Outcomes –*
- *50% of the residential population will attend programs designed for the purposes of enhancing their involvement with and understanding of others from underrepresented populations.*
  - *90% of students who attend programs will report a greater understanding of those who are different from them.*
  - *90% of students who attend programs will report both the ability and the desire to develop relationships with persons who they might have been uncomfortable interacting with prior to their attendance.*
    - a. *Action Plan –*
      - *Residential Education will work collaboratively with the Intercultural Center, and Multicultural Affairs to present at least two programs with the goal of 500 student attendees*
      - *Residential Education will present program(s) to develop an understanding not only an understanding of racial differences, but also of socioeconomic ones.*
      - *Residential Education will implement and present programs related to issues of diversity for both professional and paraprofessional staff*
      - *Residential Education will work intentionally to recruit and retain a diverse student and professional staff.*
      - *Residential Education will employ one student as a diversity intern focusing on collaboration with other campus entities in improving cultural and diversity awareness and understanding, especially among residential students.*
    - b. *Assessment Method –*
      - *Interviews, one minute papers, and focus groups will be used to determine student understanding and enlightenment, and preferences for future opportunities.*
      - *Paraprofessional staff hired for 2009-2010 academic year will be more well-represented with members from diverse populations*
    - c. *Summary of Findings – The events which garnered the most attendees as well as the most positive feedback were the Election night party and the Inauguration event presented in collaboration with the Intercultural Center and Campus Recreation. We were fortunate to have an African-American running for and winning the presidency and our programs were sparked from this fact. We had over 500 attendees between the two events, (although some in attendance were not students). We provided educational trivia throughout both events, and surveyed several students asking them questions related to their current feelings about having an African American president and what it would mean for our institution. Students overwhelmingly reported positively from both programs.*

*In addition, diversity trainings were provided specifically for professional and paraprofessional staff. These trainings were very different than generic versions delivered in the past, and were instead developed from within, with specific outcomes listed and catered distinctively to the two different populations. Our results from these*

*trainings were also positive from participants. They are naturally resistant to the general form of diversity training, but when framed specifically towards them, students and staff reported that they learned more about themselves and the way they viewed others different from them. They also reported that they learned strategies to more effectively communicate with other students who may be intimidating to them.*

*Our diversity intern was not brought on until the spring semester and only implemented one program however, the program was quite successful. The event was a Poetry Slam, focused specifically on African American poets and brought in participants from both off-campus and on-campus. Students in attendance reported that they would like to see more events like this focusing on the African American experience through the arts.*

*Lastly, we focused on expanding the diversity amongst our paraprofessional staff. In order to do so, we had members of our staff attend BSA, Hola, and Alliance meetings during our selection process, in order to promote the Resident Assistant position and experience. Our staff from this year had 3 minority students out of a sixty person staff. However, for next year, we will have 6 minority students on staff.*

- d. *Decisions – One of the reasons that we believe our programs geared towards diversity were viewed positively is because they were not typical. They were planned specifically for the audience, for the time period and with a different slant than is normal. We hope to continue to look for more ripe opportunities such as the ones that presented themselves this year and do even more programming and training around diversity.*

*We also wish to do more collaborative events with other departments on campus towards diversity efforts. These collaborations provide the opportunity for a larger event, and the chance to get even more students and members of the community involved. It also helps reiterate that diversity is an important issue on our campus.*

*Residential Education plans to start the academic year with the diversity intern on board and ready to develop programs early in the fall semester. The one program planned this year was well coordinated, well attended and creative however, we need many more events like that which will reach many different populations and personalities.*

- e. *Timeframe to reassess – We will comprehensively reassess our diversity plans and initiatives after the fall semester, however there will also be some evaluation and planning for the future after each individual program or training initiative.*

## Goals & Assessment

- 7. **Departmental Goal** – Students will complete paraprofessional internships in the areas of diversity, student development and citizenship education.
- 8. **Linkage to Foundation Documents**
  - a. **Division Goal** – *Students communicate effectively. Students appreciate and respect diversity. Students solve problems creatively.*
  - b. **UNCA Strategic Action Plan – Campus Experience** – *Increase options for meaningful on-campus engagement for resident and commuter student, including on campus employment and internships.*

- c. UNCA Strategic Plan Learning Goals – *Students practice lively engagement with others and the world. Students build a strong understanding of self, purpose, connection to the world, and their potential for changing it. Students develop critical thinking and problem solving skills. Students identify their unique University experience as something to cherish and support their lives.*
- d. UNC Tomorrow Priorities – 4.1.1. *UNC should prepare its students for successful professional and personal lives in the 21<sup>st</sup> century, equipping them with the tools they will need to adapt to the ever-changing world.*
- e. Community Principals – *A college is an educationally purposeful community, a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.*
- f. CAS Standards – *Career choices, leadership development, collaboration, and diversity*

## 9. Measured Outcomes –

- Individual student interns will develop transferable skills as it relates to various ability areas that would normally be performed by professional staff. These skills will be assessed through the use of rubrics.
- All student interns will report that these opportunities have broadened their UNC Asheville experience in positive ways and that they have gained transferable skills not present prior to their internship.
- Notable improvement (to be defined within rubrics) in job skills and performance will be noticeable in all student interns at the end of their tenure.
  - a. Action Plan –
    - *Rubrics will be created for each student intern and managed by one professional staff member per intern.*
    - *Each intern will be evaluated based on entry level status and receive periodic training to develop new skills related to the individual position.*
    - *Feedback and evaluation will be ongoing between each intern and their supervisor.*
    - *Interns will perform job duties fairly independently.*
    - *Assessment Method - Self-assessment tools and interviews will be conducted to determine benefits and necessary changes to future internships.*
    - b. Summary of Findings – *In Residential Education, we believe we had one successful internship participant this year and one that was promising, but had too little time to fully develop and reach potential. Both experiences have given us a lot to draw from in the future as early as this summer with two new internships starting this week. Rubrics for pre-testing and post-testing have been revised after experience with the process, and will continue to be re-assessed as we learn new things throughout this summer and into the fall semester.*

*For both internships in the spring semester, the two students reported the experience to be valuable for them in that they were given high level tasks to work on independently and they also expressed that they had a great deal of freedom, but enough guidance to see them through the projects to their implementation. They also both reported that the internships provided them with valuable skills in organization, communication, and marketing that they did not receive through their normal class work.*

- c. Decisions – *Because of both our successes and lack of successes with the two internships thus far, we wish to continue with even more collaborations with academic*

*classes to provide students with hands-on practice for relevant life skills they will use in the future. We will continue to evaluate the internship program and rubrics throughout the summer as we continue to work with new interns.*

- d. *Timeframe to reassess – We will reassess what needs we have for interns, what skills we can provide interns, and what types of students we should recruit throughout the summer in preparation for the fall when we hope to have four interns for a variety of different roles.*

## Goals & Assessment

10. Departmental Goal – Residential students will gain common life skills that will assist in their success as contributing citizens in the 21<sup>st</sup> century.

### 11. Linkage to Foundation Documents

- a. *Division Goal – Students persist and achieve academically, students solve problems creatively, and students lead with integrity*
- b. *University Strategic Action Plan – Undergraduate Education – Increase student engagement, retention, and diversity, and graduation rates, while maintaining or improving selectivity*
- c. *University Strategic Plan Learning Goals – 12. Students develop critical thinking and problem solving skills. 13. Students develop courage, inclination, and work ethic to develop solutions, work towards them, and inspire others to do the same*
- d. *UNC Tomorrow Priorities – 4.1.1. UNC should prepare its students for successful professional and personal lives in the 21<sup>st</sup> century, equipping them with the tools they will need to adapt to the ever-changing world.*
- e. *Community Principals – A college is an educationally purposeful community, a place where faculty and students share academic goals and work together to strengthen teaching and learning on the campus.*
- f. *CAS Standards – Career choices, leadership development, personal and educational goals.*

### 12. Measured Outcomes –

- *50% of residential students will attend the LifeSkills curriculum programs planned and implemented.*
- *90% of student who attend the LifeSkills curriculum will be able to identify, name or explain the primary points provided by each program.*
- *80% of student who attend the LifeSkills curriculum will state that the programs helped them in gaining or improving skills.*
  - a. *Action Plan –*
    - *Residential Education staff will implement the TRIPS (Travelling Residential Informational Programs) LifeSkills curriculum which will consist of 2 programs per month and will travel from one residence hall area to another.*
    - *Students participating in the TRIPS program will demonstrate learning and development in the areas of safety, time management, wellness, stress management, personal finance, substance use, cultural awareness and career building.*
    - *4 students will complete paraprofessional internships in the areas of diversity, student development, citizenship education, and programming.*
  - b. *Assessment Method –*

- *Rubrics will be utilized for each individual program to determine student retention of important information.*
- *Interviews, one minute papers, and focus groups will be used to determine student understanding and enlightenment, and preferences for future opportunities.*

c. *Summary of Findings – Our overall attendance for the TRIPS program was not at all what we hoped, with 264 total participants for 8 programs, (our goal was 50%, which would have been around 600 students). However, based on our assessment methods and follow-up conversations with students, the outcomes for each program were attained by the students who were in attendance (92%). We felt positively about the different assessment methods that were used, (one minute papers, replication of skills, short answer quizzes), in that they provided us useful information for future programs and how to cater them to students.*

*In addition, because the program was not completely planned out and was meant to be flexible in this, its' pilot year, we had some confusion in our staff as to who was responsible for what as it related to individual programs taking place in the different areas. As the year progressed, responsibilities became clearer and programs were much more smoothly presented.*

d. *Decisions – After looking at the data from all the program attendees, we still believe strongly in the benefit of the LifeSkills curriculum. We also believe strongly in the subjects that were chosen related to each area. We also feel positively about the assessment methods that were used however we would like to do one focus group each semester for the coming year to be able to get more useful feedback from program attendees. We do feel that our programs for TRIPS seemed to work better and draw more attendance when they were drop-in programs in nature, as opposed to having presenters start at a certain time and end at a certain time. We also found from our assessment that students prefer to have several stations related to the subject matter as opposed to one main point that is meant as the focus. This enables them to pick and choose what they wish to learn most about, and also allows them to stay for a short period or a long time depending on their interest.*

*For next year, we will also likely develop a TRIPS timeline, which will assist the Community Directors in knowing who is responsible for what aspect of the individual programs and how far out they should market the program, line up speakers/presenters, etc.*

e. *Timeframe to reassess – We will reassess the TRIPS program after each individual program and after fall break and the holiday break to determine if we need to readjust details.*

*At the end of the 2009-2010 academic cycle we will reassess the benefits of continuing the TRIPS program for the future.*