**Assessment Report**
**Univ. North Carolina Asheville**
**SA - Student Activities, Involvement and Leadership**

**Mission:** The UNC Asheville Student Activities, Involvement, and Leadership Department serves the university community by providing opportunities for personal growth and lifelong learning that align with a liberal arts education and enhance the student experience on campus.

**Chair/Director:** Jill Moffitt  
**Assessment Liaison:** Nancy Yeager

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<tr>
<td>Strategic Plan Goal 2 - Liberal Arts - Promote student development through programs that prepare students for productive lifestyles, careers, and civic engagement.</td>
<td>SA - Student Activities, Involvement and Leadership - Personal Leadership - As a result of participating in Underdog Productions, students will learn about their personal strengths and weaknesses.</td>
<td><strong>Assessment Method:</strong> At the end of the year, we will pull a representative sample of members and ask questions about what they learned, felt, and overall satisfaction. We will extract answers to questions from the group related to personal leadership acquisition and specifically report on strengths and weaknesses. <strong>Assessment Method Category:</strong> Focus Group <strong>Criterion:</strong> 85%</td>
<td>06/22/2012 - Of the 6 person focus group, 4 were satisfied with their overall experience and what they learned. 1 was very satisfied and 1 was dissatisfied. (5 of the 6 were satisfied overall). All six self-reported that they felt good about being part of the group and that they learned a lot, but the staff changes and cultural shifts they met mid-year were challenging. For the 1 person who was not satisfied, the change in staff was the most damaging to their experience. 4 of the 6 were able to articulate their personal leadership style while 2 were just beginning to understand their personal leadership style. This process was correlated with how involved the members were in the planning. All six understood and clearly articulated their strengths and weaknesses. <strong>Assessment Dates:</strong> Criterion Met <strong>Cohort Cycle Dates:</strong> 2011-2014</td>
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Strategy:  
Student activity programming will be restructured in categories of entertainment/learning to better serve the needs of the community and to help brand the programs as staples of cocurricular life on campus.  
A comprehensive student leader training program will be developed and implemented for all student leaders.  
Student organization structure, policies, and procedures will be revamped, and re-introduced to student leaders.  
Operations? staff and those responsible for the cleanliness of the Union will respond to all inquiries regarding the building within 1 hour of complaint or issue (emergencies not withstanding)?  
the housekeeping culture will change and develop into a culture of helping each other get the work done, rather than operating in turf zones.  
Program areas will offer student development opportunities to student employees that will be assessed through skill acquisition and participant feedback.  
The department will launch a campaign among student employees regarding the department’s mission, vision, values, and effect on the student experience as part of comprehensive training programming being implemented in the fall; student employees will be evaluated on this knowledge acquisition at the end.
SA - Student Activities, Involvement and Leadership - Civic Engagement - As a result of completing the required community service hours, student leaders will understand and articulate the importance of giving back to the community as an engaged citizen.

**Strategy:**
Student activity programming will be restructured in categories of entertainment/learning to better serve the needs of the community and to help brand the programs as staples of co-curricular life on campus.

A comprehensive student leader training program will be developed and implemented for all student leaders.

Student organization structure, policies, and procedures will be revamped, and re-introduced to student leaders.

Operations` staff and those responsible for the cleanliness of the Union will respond to all inquiries regarding the building within 1 hour of complaint or issue (emergencies not withstanding)? the housekeeping culture will change and develop into a culture of helping each other get the work done, rather than operating in turf zones.

Program areas will offer student development opportunities to student employees that will be assessed through skill acquisition and participant feedback.

The department will launch a campaign among student employees regarding the department`?s mission, vision, values, and effect on the student experience as part of comprehensive training programming being implemented in the fall; student employees will be evaluated on this knowledge acquisition at the end of the year.

**Assessment Method:**
Clubs must track their community service hours and provide feedback to the staff about the experience in terms of what it did to change their perceptions of community service and how likely they would be after the experience to volunteer their time individually as a way to give back to the community.

**Criterion:**
85%

06/22/2012 - The community service hour requirement and experience that was implemented this year was met with great success. All clubs achieved the determined amount of hours and 80% of them verbally articulated how those service experiences positively affected them. 10% did not report any change in their view on service or its importance and 5% reported that they did not like the service requirement. Of the 80% who were positively affected 93% of those indicated that their service experience motivated them to give more hours and these individuals were able to verbally articulate how important giving back to the community had become or is to the student.

**Assessment Dates:**
Criterion Met

**Cohort Cycle Dates:**
2011-2014

SA - Student Activities, Involvement and Leadership - Event Tech Services -
The Event Tech team will successfully serve student life events through technical accommodations, training, and event management.

**Strategy:**
Track the number of student life events requesting services, hands-on management, and accommodation from the SAIL Event Tech team.

We will use the master calendar to determine the number of events on

**Assessment Method:**

06/03/2014 - 96%

**Assessment Dates:**
2013-14

**Cohort Cycle Dates:**
2011-2014

**Results Type:**

06/03/2014 - In 2014/2015, we will determine how well event tech services all of campus events.
### Goal

Training will continue of event techs on campus and a marketing plan to identify and communicate campus event services provided by the team will be launched.

### Outcomes

SA - Student Activities, Involvement and Leadership - Cultural Competency - Student Employees will gain knowledge of cultures other than their own through the participation in a cultural competency training programs developed by MSP/IC and supported by the division.

**Strategy:**
Student employees will be expected to attend the divisional training in August where they will learn the definition of cultural competency and why it matters. Twice throughout the year after that, the office of MSP/IC will come to student employee mandatory training to teach students about other cultures.

### Means of Assessment & Criteria / Tasks

**Assessment Method:**
MSP provided a pre/post test to measure knowledge acquisition of different cultures in student affairs student employees. Pre test was administered in September 2013, MSP provided trainings to the department to expose students to different cultures, and MSP administered the post-test in April to determine if gains in Knowledge Acquisition among student staff occurred.

**Assessment Method Category:**
Performance Evaluation

**Criterion:**
85%

### Results

**06/03/2014** - The marketing efforts and focus on quality and diverse programs is credited for yielding the 6% gain. In 2014-2015, we will need to focus on the perceptions of students regarding their belief that the union is only for residents and freshmen. We will develop and implement a plan that begins to address these perceptions coupled with increased commuter student programming in an effort to eradicate this message so more students see the Union as the hub of campus life and participate in programs, events, services, or just hang out.

### Action & Follow-Up

06/03/2014 - In 2014-2015, SAIL will work with MSP to determine a better assessment method for the division and student employees. It may be better to identify a representative sample of our student employees and distribute pre-post tests to a smaller cohort to assess if gains in knowledge acquisition occurred in the cohort. Additionally, focus groups regarding diversity education overall should be orchestrated to ascertain what cultures or areas of cultural competency the SAIL and MSP need to focus on in educating students to be global citizens with increased cultural competency.
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<td>Criterion: 8% reduction in non-user perceptions' regarding barriers to participation</td>
<td>of non-participants, we just didn't get to that this year.</td>
<td>Follow-Up: 08/16/2014 - We will continue to look at these barriers and provide strategies for improving participation that will become best practice in subsequent years of service to the student body.</td>
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<td>SA - Student Activities, Involvement and Leadership - Leadership</td>
<td>Endeavor Leadership students will articulate their personal leadership style.</td>
<td>Assessment Method: Pre test at beginning of the program to assess current leadership skills. Post test at the end of the program to ascertain gains. Specifically look at the gain in question around personal leadership style for this program.</td>
<td>06/03/2014 - 74% of inquiry arc participants demonstrated comprehension of their personal leadership style as a result of the Endeavor Leadership program.</td>
<td>06/03/2014 - Endeavor Leadership program was discontinued in Spring 2014 for a variety of reasons. We initiated the National Society for Leadership and Success (NSLS) as a way to provide more tactile skill development opportunities in leadership for our students with a national organization. In 2014-2015, we will look at leadership skill gains in the 305 members that are a part of the NSLS.</td>
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<td></td>
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<td>Criterion: 85%</td>
<td>Results Type: Result Not Met</td>
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<td>SA - Student Activities, Involvement and Leadership - Student Participation</td>
<td>Serve the student body through programs, services, and initiatives of SAIL.</td>
<td>Assessment Method: Raw data from participation records throughout the year</td>
<td>06/03/2014 - 48% of the student body was supported through programs, services and initiatives of SAIL.</td>
<td>06/03/2014 - It is possible that the majority of students served are the 45% of residential students. In 2014-2015, SAIL will determine more accurately the proportion of on campus and off campus students served. The programming for the commuter student population will be expanded with the addition of a professional staff person responsible for engaging commuter and transfer students in SAIL programs, events, and services.</td>
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<td>Assessment Method Category: Participation Data</td>
<td>Cohort Cycle Dates: 2011-2014</td>
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<td>Criterion: 50%</td>
<td>Results Type: Result Not Met</td>
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<td>SA - Student Activities, Involvement and Leadership - International Students</td>
<td>International students will successfully integrate into campus life through consistent participation in campus events that allow them to form community beyond international student programs.</td>
<td>Assessment Method: Indirect measure asking international students to self report how well they felt they integrated and how often they participated in campus events.</td>
<td>06/03/2014 - 95% of International Students reported that they successfully integrated into UNC Asheville.</td>
<td>06/03/2014 - We will look at this in the next cycle. In 2014/2015 we will look at international student academic achievement.</td>
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<td>Assessment Method Category: Survey</td>
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**Goal:** Integrate students into mainstream orientation
- Include 5 additional events in the ISA program that encourages students to seek out new avenues and relationships for social sustainability
- Develop international student advisers around campus to help mentor and acclimate students

**Criterion:**
80% of international students will indicate that they successfully integrated
80% of international students will indicate that they consistently participated in campus events

**Assessment Dates:**
2013-14

**Cohort Cycle Dates:**
2011-2014

**Strategy:**
Integrate students into mainstream orientation
Include 5 additional events in the ISA program that encourages students to seek out new avenues and relationships for social sustainability
Develop international student advisers around campus to help mentor and acclimate students

**Assessment Dates:**
2013-14

**Cohort Cycle Dates:**
2011-2014

**Results Type:**
Result Met

**Action & Follow-Up:**

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**Goal:** Strategic Plan Goal 3 - Sustainability - SAIL will be fiscally and environmentally sustainable

**Outcomes:**
SA - Student Activities, Involvement and Leadership - Reduction of waste
- Collaborating with Facilities Management, the Student Environmental Center and Dining Services, SAIL will reduce facility waste in Highsmith University Union.

**Strategy:**
SAIL will collaborate with the Student Environmental Center (SEC), food court operators, and Facilities Management to schedule garbage audits for Highsmith.

**Assessment Method:**
SAIL will work with the Facilities Management and the Student Environmental Center to conduct waste audits (trash & recycling) each semester during the academic year.

**Assessment Method Category:**
Review of Inst. Records

**Criterion:**
SAIL will reduce garbage by 20% and increase recycling by 40%.

A scheduled trash audit must span a minimum of 3 consecutive week days and all waste must be collected and sorted by representatives from Facilities Management, the Student Environmental Center, and SAIL at the scheduled conclusion.

**Assessment Dates:**
08/13/2012 - 6.7% reduction

**Cohort Cycle Dates:**
2011-2014

**Results Type:**
Criterion Not Met

**Related Documents:**
Waste Analysis 2011-2012

**Action & Follow-Up:**
08/13/2012 - We will not look at this again for this cycle. We will continue our composting and recycling efforts and re-assess this to see if we decreased at the level we ultimately hope to after the 2011-2013 cycle (2014-2017).

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**Goal:** Strategic Plan Goal 1 - Public Responsibility - Make Student Activities programs, facilities and employment opportunities welcoming and comfortable for African-American, Latino, Asian, and Native American (ALANA) students and gay, lesbian, bisexual, transgender and queer (GLBTQ), students.

**Outcomes:**
SA - Student Activities, Involvement and Leadership - Diverse Experiences
- Students will self report that the multicultural training provided were useful to them as leaders.

**Strategy:**
Increase the number of gender-neutral policies and written materials that have gender specific language
Provide continued support and guidance to multi-cultural student organizations
Work collaboratively with student organizations to host successful events

**Assessment Method:**
Indirect measure through self reporting on usefulness of diversity training via survey.

**Assessment Method Category:**
Survey

**Criterion:**
50%

**Assessment Dates:**
05/24/2013 - 63% reported that they felt diversity training was useful to them as leaders

**Cohort Cycle Dates:**
2012-13

**Results Type:**
Result Met

**Related Documents:**
Diverse Experiences 2

**Action & Follow-Up:**
05/24/2013 - Future diversity assessments will correspond with the standard diversity training being created and implemented by the Intercultural center. Since this criteria was met, we will look at moving students on the cultural competence scale by focusing next year on knowledge acquisition and understanding. We will look at usefulness and value of these training related to this question in a future assessment cycle (2014-2016).
SA - Student Activities, Involvement and Leadership - Diverse Perspectives - Students will report that identifying diverse perspectives prior to making decisions is an important aspect of cultural competency when leading an organization.

**Strategy:**
Increase the number of gender-neutral policies and written materials that have gender specific language
Provide continued support and guidance to multi-cultural student organizations
Work collaboratively with student organizations to host successful events that increase membership in the clubs
Provide informational sessions to multicultural organizations about working with and for Student activities as a way to increase applications and hopefully the diversity of the staff.
Provide training and education to all student employees through a comprehensive leadership development program and diversity education series.

**Assessment Method:**
Indirect measurement via survey asking students to report if hearing diverse perspectives prior to making decisions is valuable as culturally competent leaders.

**Assessment Method Category:**
Survey

**Criterion:**
65% strongly agree that diverse perspectives is valuable in decision making

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**06/22/2012 - 4%**

**Outcome:**
Provide informational sessions to multicultural organizations about working with and for Student activities as a way to increase applications and hopefully the diversity of the staff.

**Means of Assessment & Criteria / Tasks:**

**Results:**
05/24/2013 - 16% strongly agree
39% agree

**Assessment Dates:**
2012-13

**Cohort Cycle Dates:**
2011-2014

**Related Documents:**
Diverse Experiences

**05/24/2013 - 16% strongly agree 39% agree**

05/24/2013 - Last year 64% of leaders indicated that this was important. This year results yielded a significant decline. However, when asked if the trainings were useful, we met the criteria this year (last year we only had 4% indicate they were useful). There is a disconnect between students finding the trainings useful and then valuing perspectives for decision making. We will need to unpack this disconnect and address issues related to cultural competence in a more holistic way. For future cycles we will align the training with that of the standard divisional training sessions and review this learning domain after a different “treatment” has been formulated (looking to review in the assessment cycle of 2014-2016).

05/24/2013 - We experimented with the type of question to ask students on this outcome, and it was very different from the question we asked last year which yielded a descriptive statistic of 64% of student leaders valuing diverse perspectives. We are unsure if the different question was what caused this decline or if the training in this area needs to be revamped.
SA - Student Activities, Involvement and Leadership - Cultural Competency -
Student Employees will gain knowledge of cultures other than their own through the participation in a cultural competency training programs developed by MSP/IC and supported by the division.

**Strategy:**
Student employees will be expected to attend the divisional training in August where they will learn the definition of cultural competency and why it matters. Twice throughout the year after that, the office of MSP/IC will come to student employee mandatory training to teach students about other cultures.

**Assessment Method:**
MSP provided a pre/post test to measure knowledge acquisition of different cultures in student affairs student employees. Pre test was administered in September 2013, MSP provided trainings to the department to expose students to different cultures, and MSP administered the post-test in April to determine if gains in Knowledge Acquisition among student staff occurred.

**Assessment Method Category:** Performance Evaluation
**Criterion:** 85%

06/03/2014 - Assessment method did not yield meaningful results because there was a flaw in the tracking of which students took the pre-test and post-test. As a result, 10% of students reported gains, however the data does not indicate if the same students that took the pre-test reported gains in the post-test (we could not match specific answers of students from pre to post test to determine if individuals had gained). Additionally, the response rate of our student participants in the surveys was dismal where more students completed the post test than the pre test. Data that was gathered from this survey is therefore inconclusive.

**Assessment Dates:**
2013-14

**Cohort Cycle Dates:**
2011-2014

**Results Type:**
Inconclusive

06/03/2014 - In 2014-2015, SAIL will work with MSP to determine a better assessment method for the division and student employees. It may be better to identify a representative sample of our student employees and distribute pre-post tests to a smaller cohort to assess if gains in knowledge acquisition occured in the cohort. Additionally, focus groups regarding diversity education overall should be orchestrated to ascertain what cultures or areas of cultural competency the SAIL and MSP need to focus on in educating students to be global citizens with increased cultural competency.
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<td>Identify the top 5 barriers to non-use as indicated in the consortium results of 2013. Identify a strategy and resources for mitigating those barriers. Develop a plan to communicate and work toward decreasing the number of non-users.</td>
<td>Implement any changes. At the end of the year, pull raw participation data to see if the percent of non-users has moved. <strong>Assessment Method Category:</strong> Review of Inst. Records <strong>Criterion:</strong> 8% reduction in non-user perceptions’ regarding barriers to participation</td>
<td>Programs being offered. Plan implemented to address these concerns, yielded a 6% increase in non-participation (42% in 2012-2013; and 48% in 2013-2014). Focus groups were not conducted this year to look at specific needs of a representative sample of non-participants, we just didn't get to that this year. <strong>Assessment Dates:</strong> 2013-14 <strong>Cohort Cycle Dates:</strong> 2011-2014</td>
<td><strong>Results Type:</strong> Result Not Met</td>
<td>Coupled with increased commuter student programming in an effort to eradicate this message so more students see the Union as the hub of campus life and participate in programs, events, services, or just hang out. <strong>Follow-Up:</strong> 08/16/2014 - We will continue to look at these barriers and provide strategies for improving participation that will become best practice in subsequent years of service to the student body.</td>
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<td>SA - Student Activities, Involvement and Leadership - International Students - International students will successfully integrate into campus life through consistent participation in campus events that allow them to form community beyond international student programs. <strong>Strategy:</strong> Integrate students into mainstream orientation Include 5 additional events in the ISA program that encourages students to seek out new avenues and relationships for social sustainability Develop international student advisers around campus to help mentor and acclimate students</td>
<td><strong>Assessment Method:</strong> Indirect measure asking international students to self report how well they felt they integrated and how often they participated in campus events. <strong>Assessment Method Category:</strong> Survey <strong>Criterion:</strong> 80% of international students will indicate that they successfully integrated into UNC Asheville. 95% of international students reported that they consistently participated in campus events</td>
<td>06/03/2014 - 95% of International Students reported that they successfully integrated into UNC Asheville.</td>
<td><strong>Results Type:</strong> Result Met</td>
<td>06/03/2014 - We will look at this in the next cycle. In 2014/2015 we will look at international student academic achievement.</td>
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<td>Strategic Plan Goal 3 - Sustainability - Develop a culture of excellence that provides sustainable resources for the campus community socially, fiscally, and environmentally.</td>
<td><strong>Assessment Method:</strong> Evaluations of training requirements that students take Observation Student Self-Reflections on success of running their organizations <strong>Assessment Method Category:</strong> Review of Inst. Records <strong>Criterion:</strong> 40%</td>
<td>06/22/2012 - 75% -- This exceeded our expectation based on past years and student performance. The strategies, tools, training, and communication vehicles we implemented this year appear to have been very successful given the number of student leaders that successfully navigated the procedures for running an event when compared to last year's performance indicators.</td>
<td><strong>Results Type:</strong> Criterion Met</td>
<td>06/22/2012 - We will continue to measure this and our systems to make sure we are increasing student learning in this area while still implementing processes that are user friendly and protect the student and the university.</td>
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</table>
SA - Student Activities, Involvement and Leadership - Satisfaction - As a result of participating in Student Activities programming at the Union, students will self-report a positive overall satisfaction with the activity offerings throughout the year.

**Strategy:**
- Professional Staff will be fiscally responsible and make decisions that offer an appropriate and smart return on the investment
- Student supervisors will complete hourly participation counts.
- Program areas will compile program evaluations submitted by participants.
- Program areas will record participation numbers.
- A pre and post test will be given to student leaders (Greek and Student Organizations) to describe differences in pre and post answers regarding UNC Asheville procedures for event planning and implementation, as well as personal (individual leader) strengths and weaknesses.

**Assessment Method:**
- Student Voice Online Survey and Distribution

**Assessment Method Category:**
- Survey

**Criterion:**
- 75%

**Results:**
- 05/24/2013 - 94% of students completing the NASPA consortium survey indicated they were satisfied (or very satisfied) with the programming/activity opportunities in the Union provided by SAIL throughout the year.

**Assessment Dates:**
- 2013-14

**Cohort Cycle Dates:**
- 2011-2014

**Results Type:**
- Result Met

**Related Documents:**
- Program Satisfaction

**Follow-Up:**
- 05/24/2013 - No action at this time. We will monitor this in 3 years again. In the meantime we will focus on responses given related to barriers to participating in programs offered by SAIL in the Union.

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SA - Student Activities, Involvement and Leadership - Energy Use - Student Activities will produce a decrease in utility consumption.

**Strategy:**
- Professional Staff will be fiscally responsible and make decisions that
- Review annual expense on utility cost and compare it to previous years.

**Assessment Method:**
- Review of Inst. Records

**Criterion:**
- 10% reduction in utility cost

**Results:**
- 06/22/2012 - $3,000.00 reduction in utility cost calculates into 20% reduction in utility cost.

**Assessment Dates:**
- 06/22/2012 - This will be a priority assessment project for the 2012-2013. During 2011-2012 their was not adequate time to complete the survey due to poor planning on the part of the Director.

**Cohort Cycle Dates:**
- 2011-2014

**Follow-Up:**
- 05/28/2013 - Survey was distributed in 2012-2013; see results there.
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|      | offer an appropriate and smart return on the investment  
Student supervisors will complete hourly participation counts.  
Program areas will compile program evaluations submitted by participants  
Program areas will record participation numbers  
A pre and post test will be given to student leaders (Greek and Student Organizations) to describe differences in pre and post answers regarding UNC Asheville procedures for event planning and implementation, as well as personal (individual leader) strengths and weaknesses. | | 2011-2014 | |
|      | SA - Student Activities, Involvement and Leadership - Environment - Student Activities will reduce garbage.  
**Strategy:**  
Increase in recycling efforts by 40%  
Work with Dining service to have a compost, recycling and trash center in the food court. | **Assessment Method:**  
Work with FM to track the monthly volume of garbage from Highsmith Union and compare garbage volumes from two years ago to determine if the criteria has been met by the end of the Academic Year.  
**Assessment Method Category:** Review of Inst. Records  
**Criterion:** 20% reduction | 06/22/2012 - When compared to last fall (2011), the amount of waste taken to the dumpsters was 56% less. The amount of organic waste thrown away was reduced by 70%.  
**Assessment Dates:** Criterion Met  
**Cohort Cycle Dates:** 2011-2014 | |
|      | SA - Student Activities, Involvement and Leadership - Event Tech Services - The Event Tech team will successfully serve student life events through technical accommodations, training, and event management.  
**Strategy:**  
Training will continue of event techs on campus and a marketing plan to identify and communicate campus event services provided by the team will be launched. | **Assessment Method:**  
Track the number of student life events requesting services, hands-on management, and accommodation from the SAIL Event Tech team.  
We will use the master calendar to determine the number of events on campus and then use EMS to calculate how many events we served.  
**Assessment Method Category:** Participation Data  
**Criterion:** 95% of student life events will be served by the Event Tech Team | 06/03/2014 - 96%  
**Assessment Dates:** 2013-14  
**Cohort Cycle Dates:** 2011-2014 | 06/03/2014 - In 2014/2015, we will determine how well event tech services all of campus events.  
**Results Type:** Result Met |
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|      |          | **Goal:** Plan to mitigate the barriers to participation in SAIL programs and services that were indicated by students in an effort to reduce the number of non-users.  
**Strategy:** Identify the top 5 barriers to non-use as indicated in the consortium results of 2013. Identify a strategy and resources for mitigating those barriers. Develop a plan to communicate and work toward decreasing the number of non-users.  
**Assessment Method:** Use the consortium results to determine the top 5 barriers and develop a plan. Implement the plan in Fall 2013. Pull raw participation data to see if non-user percent has moved in either direction. In the spring, have 4 focus groups to get qualitative data regarding barriers among non-users. Tweak the plan and implement any changes. At the end of the year, pull raw participation data to see if the percent of non-users has moved.  
**Assessment Method Category:** Review of Inst. Records  
**Criterion:** 8% reduction in non-user perceptions' regarding barriers to participation | **Results:** 06/03/2014 - Top 5 Barriers were identified: perception that the Union is just for residential students; perception that the Union was just for freshmen; commuters do not want to come back to campus and have no reason to come to the Union; programming not diverse enough or at convenient times; students indicated they do not know about the programs being offered. Plan implemented to address these concerns, yielded a 6% increase in non-participation (42% in 2012-2013; and 48% in 2013-2014). Focus groups were not conducted this year to look at specific needs of a representative sample of non-participants, we just didn't get to that this year.  
**Assessment Dates:** 2013-14  
**Cohort Cycle Dates:** 2011-2014  
**Results Type:** Result Not Met | **Action & Follow-Up:** 06/03/2014 - The marketing efforts and the focus on quality and diverse programs is credited for yielding the 6% gain. In 2014-2015, we will need to focus on the perceptions of students regarding their belief that the union is only for residents and freshmen. We will develop and implement a plan that begins to address these perceptions coupled with increased commuter student programming in an effort to eradicate this message so more students see the Union as the hub of campus life and participate in programs, events, services, or just hang out.  
**Follow-Up:** 08/16/2014 - We will continue to look at these barriers and provide strategies for improving participation that will become best practice in subsequent years of service to the student body. |
| SA - Student Activities, Involvement and Leadership - International Students -  
**International students will successfully integrate into campus life through consistent participation in campus events that allow them to form community beyond international student programs.**  
**Strategy:** Integrate students into mainstream orientation  
Include 5 additional events in the ISA program that encourages students to seek out new avenues and relationships for social sustainability  
Develop international student advisers around campus to help mentor and acclimate students  
**Assessment Method:** Indirect measure asking international students to self report how well they felt they integrated and how often they participated in campus events.  
**Assessment Method Category:** Survey  
**Criterion:** 80% of international students will indicate that they consistently participated in campus events | **Results:** 06/03/2014 - 95% of International Students reported that they successfully integrated into UNC Asheville.  
95% of international students reported that they consistently participated in campus events.  
**Assessment Dates:** 2013-14  
**Cohort Cycle Dates:** 2011-2014  
**Results Type:** Result Met | **Action & Follow-Up:** 06/03/2014 - We will look at this in the next cycle. In 2014/2015 we will look at international student academic achievement. |
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<th>Goal</th>
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<td>solving and critical thinking in order to position students as highly competitive candidates in the workforce.</td>
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