

Improve Adult Student Success with Superior Customer Service

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Please find a list below of additional resources from the “*Improve Adult Student Success with Superior Customer Service*” webcast. If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

Pre-Webcast Resources

1. [Advisor Intake Checklist](#) – Page 2
2. [Academic Planning Worksheet](#) – Page 3
3. [Advisor Training Document](#) – Pages 4-10
4. [Schedule and Study Planner](#) – Page 11
5. [Sample Mission and Goals](#) – Page 12
6. [Adult Student Orientation Evaluation](#) – Page 13
7. [Advising Survey for New Students](#) – Pages 14-15
8. [Advising Survey for Transitioning Students](#) – Pages 16-17
9. [Mentor Evaluation Form](#) – Page 18-20

Advisor Intake Checklist

Name: _____

ID: 800_____

Verify Student's 800#

Education Goals

Review student's education goals including major, minor, and past educational experience.

Career Goals

Discuss student's current and former careers, student's future career ambitions, and the relationship of major to career. Determine if any career counseling services are needed.

Introduce Folder Contents:

General Education Checklist

Academic Planning Worksheet

Schedule Planner

Tipsheet

UNC Charlotte Outlined

Academic Support Services

Register for Classes

How to Check Prerequisites

Check Requirements for Program of Study

Introduce student to academics.uncc.edu.

Introduce student to *49er Express, Niner Advisor, Banner Self-Service and CAPP Review.*

Discuss *AMPs, Adult Orientation, Week of Welcome,* and/or other office programming.

Remove student's advising hold if they are not attending SOAR at a later date.

Record appointment in tracking spreadsheet and student's electronic file.

Notes:

Academic Planning Worksheet

Use this worksheet in conjunction with the CAPP review and the Student Catalogue to plan out courses that will satisfy general education, major, minor, and elective requirements.

Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____
Future Semesters:		
Activites & Services:		

Advisor Training Document

Day to Day processes

1. Telephone coverage – Please try and answer the telephone by the third ring. If work study and other advisors are unavailable, you will be responsible for answering and directing the calls.
(Telephone directions are available in staff handbook)
2. Lunch coverage – have 2 advisors at all times (if possible) in the main office. May require an advisor coming to this office for lunch coverage. Please check advisor calendar each day for updates.
3. Appointments – if for some reason you are unavailable, please make sure other advisors are aware of your appointments. Most advising appointments will be made through [niner advisor](#) but you will have walk-ins and prospective students who do not have access to niner advisor.
4. Calendars – Make sure your calendar reflects any appointments and meetings so students and staff can be informed. Staff and Planning meetings are routine meetings times that need to be marked out on your calendar.
5. Advisor schedule – all the advisors work a rotating work schedule to include one 8am – 5pm work week approximately every third week. However, if we are short staffed and only two advisors are available, the schedule will automatically revert back to a 10am-7 pm schedule.
6. Media – Screen in office, OASES Facebook, Twitter and Webpage updates
7. J Drive – please put shared documents on the J:drive
8. Annual reports – maintain numbers for advising, services, program participants and evening and weekend services.

Monthly or Weekly Events

9. INSIDE OASES (each month) – email announcements, links, and important notifications/information sent out each month. Replaced the newsletter.
10. Mailings (weekly)– each advisor is responsible for certain mailings with follow up email communications:
 - a. 49er Finish – acceptance letter, marketing materials (Jillian)
 - b. 49er Readmit – welcome letters (Debbie)
 - c. Orientation invitations (Cricket)
 - d. Alpha Sigma Lambda, recruiting materials (Cricket)
 - e. Pinnacle Honor Society , (Jillian)
 - f. Mentoring (Debbie)

Semester Events – Advisors rotate main responsibility for some programs each semester

11. Explore Open House Events – sponsored by Admissions.
 - a. Two Saturdays in each semester (usually March, April, October and November) from 8:30 – 12:00 noon
 - b. Set up information table for OASES and answer questions from prospective students
12. SOAR orientation sessions (summer, fall and spring semester)
 - a. Small group sessions for transfer students – hold a 40 minute information session with Veteran services. Cover our services and hand out information with evaluation.
 - b. Advising – currently for ASAP students only
13. Adult Orientation Sessions (summer, fall and spring semester)
 - a. Invitations sent out to list of new adult students (Josh from admissions) starting in April – August for fall list and October – January for spring

- b. Set up includes:
 - i. Room reservation several months in advance of event and for printing materials
 - ii. Packets of information
 - iii. Update PowerPoint
 - iv. Sign-up sheet for RSVPs
 - v. Email confirmation with parking and other information to list of RSVPs
 - vi. Sign in (keep a record of attendance for annual reports)
 - vii. Give evaluation at end of session
- 14. WOW – Week of Welcome (Fall semester)
 - a. Must register with Dean of Students office to have printed on WOW materials
 - b. First two nights of class in the fall semester – 4:00 – 7:00 pm
 - i. Light Refreshments
 - ii. Recruiting materials for NTSO, Mentoring
 - iii. Informational materials for OASES
 - iv. Freebies and door prizes
- 15. Adult Student Week (Fall semester)
 - a. Market with flyers, email and webpage
 - i. Schedule events for national adult student week (usually during summer)
 - ii. Display banner (2 banners)
 - iii. Organize joint events with other offices on campus, ntso, AMPS
 - iv. Alpha Sigma Lambda and Pinnacle induction scheduled this week.
- 16. Tip Sheet – (summer, fall and spring)
 - a. Resource guide with extended hours, contact information and updated advisor and resource office information.
- 17. UCOL 1010 Adult Transitions Class – usually spring semester only
 - a. Offered one evening a week
 - b. 3 credit hour writing intensive course
 - c. Taught either face to face or as a hybrid course

Information Resources for Advising/reports/numbers

[Banner Self Service](#)

[Banner Native](#)

[Report Central](#)

Programs

49er Finish – Handbook is provided

49er ReAdmit

Program designed to support returning students that have not taken classes in a number of years. Returning to college can be challenging and some policies and procedures may have changed especially for those accepted under the 2 year rule.

49er Readmit: Steps to Success

Step One:

Contact OASES for an advising appointment to discuss general education requirements, contact person for your major, CAPP review, and other resources available to adult and nontraditional students (704-687-2596 or [Niner Advisor](#)).

Step Two:

Contact your academic department for advising, if you have declared your major.

Step Three

Reactivate your Niner Net Account (<http://49erexpress.uncc.edu>) and register for classes.

Step Four

File your [Free Application for Federal Student Aid \(FAFSA\)](#) application online and refer to the OASES website for [Reentry Scholarship Opportunities](#).

Step Five

Complete our [online orientation](#) (Microsoft PowerPoint), sign up now to attend an Adult Orientation Session. Learn more about scholarships, mentoring, the nontraditional student organization (NTSO), tips for academic success and more!!

Adult Mentoring Programs for Students (AMPS) Process and Procedures

Peer mentoring program that matches experienced adult student volunteers with new adult students. Recruiting for Mentees: Application on-line, Webpage, SOAR, Adult Orientation, and Referrals Recruiting for Mentors: Newsletter, ASL list, Scholarship recipients, former AMP mentees,

Marketing: Application in SOAR packets, Adult Orientation, WOW, Newsletter Articles, INSIDE OASES

Process for mentees:

1. Application is reviewed and student is sent email explaining the process/dates for mentoring and when a mentor will be assigned.
2. Student is emailed the mentee guide and a packet of information is made available to those stopping in.
3. Student is sent email with information on mentor that includes name and email address (major or other information that may be needed by mentee).
4. Two weeks after assigning the mentor, AMPS coordinator will check back in with mentee and also send occasional emails throughout the semester.
5. Schedule end of semester wrap up – give appreciation certificates and program evaluation.

Process for mentors:

1. Application is reviewed and student is send thank you and an interview time is set up prior to assigning a mentee.
2. All Mentors must be interviewed and AMPS mission, goals and expectations explained.
3. Mentors will be invited to a training session for information on their mentee and a getting started orientation. New and current mentors may attend. Handbook is provided.
4. Mentors are assigned mentees based on similar major, schedules and likes.
5. Mentors are encouraged to communicate with mentees immediately and set up a face to face meeting within two weeks.
6. Schedule end of semester wrap up – give appreciation certificates and program evaluation.

Honor Societies

Alpha Sigma Lambda Gamma Rho Chapter

1. August 1, select induction ceremony date during Adult Student Week and reserve space.
2. September 1, request data file and give specific criteria (listed on our ASL webpage) for eligible students from the Registrar's office.

3. Cross reference the data file against the ASL master file of all previous inductees. Delete those from the new file who have already joined ASL since they are lifetime members.
4. Invite a few staff and faculty to join as honorary members (ask Janet)
5. Update and mail letters to all eligible students (letter on J drive in ASL folder).
6. Pay annual ASL dues of \$200 from campus account (see ASL binder for examples)
7. Order ASL regalia from the National ASL website/online store.
 - a. ASL certificates/ membership cards
 - b. Honor cords
 - c. Already have plenty of ASL certificate folders in DS office
8. Plan the induction ceremony (refer to binder for previous programs/J drive)
 - a. Make name cards for student inductees
 - b. Get program printed
9. Send confirmation emails of ceremony with parking directions
10. Order reception food from Chartwells through NinerMart (ask Jinny for help)
 - a. Complete online forms after event
11. Each spring, inform new ASL members via email about the National ASL scholarship opportunities (visit ASL website for more information)
 - a. Send induction photo and Chapter information to National office for website

Pinnacle

1. August 1, select induction ceremony date during Adult Student Week and reserve space.
2. September 1, request data file and give specific criteria (listed on our Pinnacle webpage) for eligible students from the Registrar's office.
3. Cross reference the data file against the Pinnacle master file of all previous inductees. Delete those from the new file who have already joined.
4. Send email invitation with directions for joining and deadline.
5. Collect essay/applications
6. Meet with committee to select inductees.
7. Inform inductees of acceptance and deadline for joining fees.
8. Order Pinnacle pins and certificates from the website/online store.
9. Plan the induction ceremony (refer to binder for previous programs/J drive)
 - a. Schedule speakers
 - b. Make name cards for student inductees
 - c. Get program printed
10. Send confirmation emails of ceremony with parking directions
11. Order reception food from Chartwells through NinerMart (ask Jinny for help)
 - a. Complete online forms after event
 - b. Send induction photo and Chapter information to National office for website

Scholarships

The **OASES Scholarship** program has been established by individual donors, organizations, and clubs to support UNC Charlotte students. Donors have created scholarships to specifically assist nontraditional students in completing their degrees. *NOTE - Application for OASES scholarships available May 1 through June 1.*

Criteria:

* **Must be a nontraditional adult student**

- * Currently enrolled at UNC Charlotte
- * Demonstrate potential for academic success

Preference is given to first-degree, undergraduate students. Scholarships may have provisions to benefit persons with specific backgrounds.

The **Carol A. Douglas Reentry Scholarship** was established by Carol Ann Douglas and modeled after the Bernard Osher Reentry Scholarship for adult reentry students. NOTE - *Application for Carol Douglas scholarships available May 1 through June 1.*

Criteria:

- * Have experienced a delay or interruption in your educational career
- * Be enrolled full-time (12 hours or more) or part-time (minimum of 6 hours)
- * Be an undergraduate pursuing a first baccalaureate degree
- * Demonstrate financial need based on the Free Application for Federal Student Aid (FAFSA)
- * Provide evidence of potential for success and maintain academic excellence in coursework

. The **Osher Reentry Scholarship** was established by the Bernard Osher Foundation for adult students who desire to resume their undergraduate studies to complete their degree. NOTE - *Application for Osher Reentry Scholarships available August 1 through September 6.*

Criteria:

- * Have experienced a cumulative gap in their education of five or more years
- * Be enrolled full (12 hours or more) or part-time at UNC Charlotte (a minimum of 6 hours)
- * Be an undergraduate pursuing a first baccalaureate degree
- * Demonstrate financial need by completing a Free Application for Federal Student Aid (FAFSA),
- * Show academic promise (maintain a minimum 2.0 grade point average)
- * Show commitment to obtaining a degree and anticipate workforce participation for a significant period of time subsequent to graduation; ideally be 25-50 years old.
- * Preference will be given to newly matriculating students.

OASES, Carol A. Douglas, and Osher Reentry Scholarships will be awarded for one academic year based on evaluation of academic record per semester.

Basis Guidelines for Advising in OASES

Groups of students we work with:

1. **ASAP** – Adult Student Admission Program – Students, age 24 or older, admitted with a gpa lower than 2.0 and have been out of college/high school for 5 years or more. *Have an assigned OASES advisor.*
2. **UCOL** – students, age 24 or considered nontraditional, that have not declared their major OR were not admitted in the major because of transfer GPA and core requirements. We share this responsibility with the University Advising Center but *assign our names to the students we advise during SOAR.*
3. **49er ReAdmit** – students returning to UNC Charlotte. These students may have declared their major and we updated them on policies (in particular, 2 year rule and Associates Rule, if applicable) and procedures that may have changed, do a general education review and refer them to an advisor in their major. *If undecided, we will assign an OASES advisor.*
4. **49er Finish** – seniors returning to UNC Charlotte. Advising is very individualized and unique.
5. Any declared student wanting to change their major or that needs a general education review.
6. **49er Rebound** – students on academic probation

1. Ask for student's ID # before referring to academic transcript in 49er Express.
2. Go over general education requirement checklist
 - a. Review for possible classes that could be reviewed for general education requirements
 - i. Have student get information about the class (catalog description, syllabus) and attach to [Transfer Credit Re-Evaluation Form](#)
 - b. Check [math placement scores](#) to determine the next level of math student can take and the math requirements for their major of interest.
 - c. Make sure students understand there are two Writing Intensive and one Oral Communications requirements. Some may choose to complete these while completing their major or minor but it must be completed.
 - d. Math, Science and Social Science could require a particular class needed for certain majors.
 - e. INST1111 – means students has completed ALL general education requirements.
3. Make sure students understand certain majors have a particular GPA requirement and/or a group of core classes that must be completed prior to declaring the major. [Major checklists](#)
 - a. New students that were not admitted in their major of choice may need to establish a GPA at UNC Charlotte before being able to declare a major.
 - b. ASAP students can not declare a major until they have completed 12 hours at UNC Charlotte. Please note: some major require more than 12 hours. Business requires 24 hours. Transfer GPA can be viewed: **BANNER/SOAGPAT**
 - c. Once the student is ready to declare, make sure they know about the **CAPP Review**
4. Review any academic policies that answer student questions: [Academic Policies](#)
5. Make sure students understand graduation credit hours are broken down into general education requirements, major requirement and electives. The number of hours completed must add up to at least **120 hours**. Some students may have a larger number of credit hours when they graduate.
6. Make sure students are aware of certain deadlines for applying to a major, applying to graduate and for dropping/adding, and withdrawing. [Academic Calendar](#)
7. Make sure students are aware of [immunization requirements](#) if taking a class prior to 3:30 pm. *Students will be dismissed from the University if they do not comply by the deadline!!*
8. Make sure students are aware of [health insurance requirements](#) and the deadline for waiving the requirement if they have health insurance.
9. Make sure students are aware they must attend a [SOAR session](#) to participate in an advising and registration session. Fall students have the option of completing a virtual orientation and attending a half day advising session.
10. Give students a packet with our information to include: Brochure, NTSO, AMPS, and Scholarship information.
11. Please inform student who advisor of record will be if someone from the OASES office will be assigned to them.
- 12. IMPORTANT: Make sure you lift the advising HOLD if during registration timelines.**

For students experiencing academic difficulty

Be very familiar with [Probation and Suspension Policy](#) and [suspension Q/A](#) process

1. Discuss ways to increase GPA
 - a. Use [GPA calculator](#) to help plan the grades needed for future semesters
 - b. GPA requirements for the major they are interested in (can it be obtained?)
 - c. Repeat classes – some major only let you repeat the class twice
 - d. [Grade replacement policy](#) – can only use twice
2. Discuss using the available academic resources to be a more successful student

- a. [49er Rebound](#) (if on probation at the end of their first semester)
 - b. University Center for Academic Excellence - [Tutoring](#)
 - c. University Center for Academic Excellence- [UCAE workshops](#)
 - d. [OASES Back on Track](#)
 - e. OASES [Adult Mentoring Program for Students](#) AMPS Mentoring
3. Students may need an permit to take a class if they are repeating: **BANNER/ SFASPRP**

Additional Resources available in 49er Express:

[Advising Manual for New Faculty/Staff](#)

[Niner Advisor Tutorial](#)

Additional Resources on the web: <http://provost.uncc.edu/faculty-resource-directory/advisor-resources>

[University College](#)

Schedule & Study Planner

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM					
8:00 AM					
8:30 AM					
9:00 AM					
9:30 AM					
10:00 AM					
10:30 AM					
11:00 AM					
11:30 AM					
12:00 PM					
12:30 PM					
1:00 PM					
1:30 PM					
2:00 PM					
2:30 PM					
3:00 PM					
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM					
6:30 PM					
7:00 PM					
7:30 PM					
8:00 PM					
8:30 PM					
9:00 PM					

Mission: As a unit of Enrollment Management, the mission of Adult Students and Evening Services (OASES) is to assist in recruiting and retaining a diverse student population by providing academic advice and information to prospective and enrolled adult, evening and weekend students. Designed to enhance student success and promote academic excellence, OASES works collaboratively with academic units to provide UCOL 1010 (W) and UCOL 1011 (O) courses, the 49er Finish program, re-entry programs, orientation sessions, advising, scholarships, a nontraditional student organization, a mentoring program, newsletters, and an honor society for adults. In addition to internal relationships, OASES works closely with external organizations to promote the mission of OASES and develop scholarships for adult students. Further, OASES advises nontraditional students and evaluates the academic success of students admitted through the Adult Student Admissions Program (ASAP).

GOALS:

1. To encourage enrollment of adult students through awareness of the educational opportunities available.
2. To cultivate and nurture involvement with faculty, staff, and students at the university and with individuals and organizations outside the university community.
3. To assist students in achieving their academic and career goals by providing academic advising and services to students.
4. To enhance the opportunities for adult students to learn in a culturally rich, accessible, and inclusive environment.
5. To recruit, support, and retain a professional staff to serve and support the mission of OASES.

OASES Adult Student Orientation Evaluation

Demographics:

1. Age

- 18-23 24-30 31-35 36-40 41-50 51-60 60+

2. Employment status

- Full-time Part-time Self-employed N/A

3. Have you attended SOAR?

- Yes No

4. Are you a veteran?

- Yes No

Evaluation:

<i>As a result of Adult Student Orientation...</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. I feel prepared to enter UNC Charlotte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel the orientation covered information specific to adult students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel the orientation material covered was relevant to my concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel more familiar with university services after the orientation than I did before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The presenter was engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Do you understand the insurance requirement for UNC Charlotte students?

- Yes No Sort of

9. Do you understand the immunization requirement for UNC Charlotte students?

- Yes No Sort of

10. Which items in the orientation were most helpful to you?

11. What topics were not covered during the orientation that you want to know about?

12. Any other comments?

If you have any questions or would like further information, please provide your name and email address or phone number and an OASES Academic Advisor will contact you.

Name: _____

Contact Information: _____

OASES Advising Survey

New Student

Spring 2014

Please take the time to complete the following survey. Your feedback is important to improving our advising services.

Demographics:

Age:

- 18-23 24-30 31-35 36-40 41-50 51-60 60+

Check all that apply:

- New Freshman Adult Student Admission Program (ASAP) Transfer Readmit Veteran

In my advising session, I met with:

- Kimberly Rodgers
 Debbie Smith
 Jillian Stubbs
 Sam Nixon

1. Please indicate your agreement with the following statements.

<i>As a result of the advising services I received.....</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am informed about academic and administrative policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am knowledgeable about campus resources and services that promote academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the degree requirements that lead to timely completion of my intended program of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have created realistic academic and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to develop independent decision-making skills in regards to accepting responsibility for academic decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my future at UNC Charlotte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please indicate your agreement with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am satisfied with the overall quality of advising I received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given the time I need during my academic advising appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is concerned about my overall development as a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find academic advising appointments to be a positive experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What was the most important piece of information that you learned from your advising appointment?

4. What are your suggestions for improving academic advising in the Office of Adult Students and Evening Services?

5. Additional comments:

OASES Advising Survey

Transitioning Student

Spring 2014

Please take the time to complete the following survey. Your feedback is important to improving our advising services.

Demographics:

Age:

- 18-23 24-30 31-35 36-40 41-50 51-60 60+

Check all that apply:

- Adult Student Admission Program (ASAP) Transfer Readmit Veteran

In my advising session, I met with:

- Kimberly Rodgers
 Debbie Smith
 Jillian Stubbs
 Sam Nixon

1. Please indicate your agreement with the following statements.

<i>As a result of the advising services I received.....</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am informed about academic and administrative policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am knowledgeable about campus resources and services that promote academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the degree requirements that lead to timely completion of my intended program of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have created realistic academic and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have developed an academic plan that leads to the timely completion of my degree requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I utilize the CAPP Degree Evaluation to monitor my progress toward degree completion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to develop independent decision-making skills to accept responsibility for academic decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to think critically regarding academic decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my future at UNC-Charlotte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please rate your satisfaction with the following items regarding OASES Advising.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
I am satisfied with the overall quality of advising I received in OASES.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my ability to schedule an appointment with my OASES advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my ability to get in touch with my OASES advisor outside of an appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given the time I need during my academic advising appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think I will graduate in a reasonable amount of time thanks to my advisor's assistance in planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor is concerned about my overall development as a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find academic advising appointments to be a positive experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What, if anything, was the most important piece of information that you learned?

4. What are your suggestions for improving academic advising in the Office of Adult Students and Evening Services?

5. Additional comments:

Adult Mentoring Program for Students (AMPS)



Evaluation Form

To help maintain and improve the AMPS, please complete and submit the following program evaluation form to the AMPS Coordinator. Thank you.

Name (optional):

University Email (optional):

Are you a mentor or mentee?

Your mentor's /mentee's name (optional):

Please choose your answer using the scale below.

1. Do you value the AMPS program ?

Yes Unsure No

2. Are you satisfied with the process of gaining a mentor/mentee?

Yes Unsure No

3. Would you request this mentor or mentee again?

Definitely maybe unsure never

4. Are you satisfied with the structure and operation of AMPS?

Yes Unsure No

5. What can we do differently?

6. The AMPS program has contributed to my success at UNC Charlotte.

agree tend to agree does not apply to my experience tend to disagree
disagree

If so, in what ways? (GPA, course selection, time-management, socially, etc.)

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Revised: