Appendix I

Individual Assessment 1-page Dashboards for the 2017-2018 Academic Year Followed by the Detailed Assessment Plans for Each UGS Program

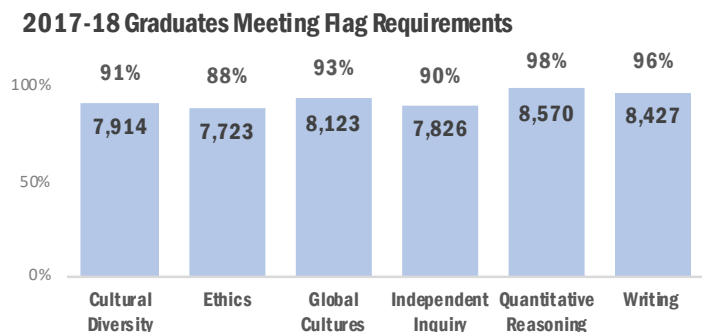Dean Review
January 2019

The University of Texas at Austin
School of Undergraduate Studies

Appendix I

Flag Program

2017-2018 Academic Year 1-page Dashboard Followed by the Detailed Assessment Plan

Dean Review
January 2019

STUDENT POPULATION

2017-18 Graduates Meeting Flag Requirements

Flag	17-18 Seats Taken	% Change from 16-17
Cultural Diversity	25,286	+7.2%
Ethics	23,106	+13.5%
Global Cultures	27,500	+0.2%
Indep. Inquiry	17,602	+20.8%
Quant. Reasoning	51,400	+3.5%
Writing	33,094	+4.0%

40.5% of all undergraduate seats taken carry one or more Flags

SERVICES OFFERED

Flag	Newly Approved Courses	Faculty Consulations	Workshops/ Events
Cultural Diversity	71	16	4
Ethics	53	21	4
Global Cultures	92	26	4
Indep. Inquiry	61	57	1
Quant. Reasoning	16	27	4
Writing	220	13	5
Total	**513**	**160**	**22**

Notable Events

Hosted **23** faculty from **7** colleges/schools in a **2-day Faculty Writing Retreat.**

Received more than **200 writing competition entries** from students in Writing Flag classes.

Developed grants to add Ethics Flags to 4 courses in Natural Sciences from the Biology and Statistics and Data Science departments; these courses will collectively provide Ethics Flags to about 9,500 students/year.

Supported independent research opportunities for **78 students** with Independent Inquiry Flag course grants to faculty across 5 departments.

OUTCOMES

Writing Flag
73% of students surveyed said they felt their **writing had improved as a result of their WR Flag class.**

"Writing drafts and getting feedback really helped me understand the writing process better, and I became better at understanding science as I took the revisions into consideration."

Quantitative Reasoning Flag
81% of students in a QR Flag course for non-STEM students said **videos produced with a CSEF course improvement grant were helpful for their learning in the class.**

"I have always had problems with estimations, and I was kind of scared of it, but when [the professor] posted the video explaining estimation using the national debt example, it was very helpful for me and I understood it perfectly."

Cultural Diversity Flag
98% of respondents indicated that they had the opportunity to **learn about the culture, perspectives, and history of at least one marginalized cultural group in the US.**

84% indicated that they had **examined assumptions they might have about other cultures.**

"This was a PHENOMENAL class experience that challenged me to think critically about all relationships and experiences that exist in our society. Oppression became much more obvious and my ability to see privilege and challenge it has greatly improved."

Global Cultures Flag
98% of respondents indicated that they had the opportunity to **learn about the culture, perspectives, and history of at least one non-US cultural group.**

84% indicated that they had **critically reflected about how their cultural experiences informed their point of view.**

"In my essay assignments, there is a very obvious shift in me writing from pre-conceived ideas of cultures and religions to more objective views. I feel more sensitive to others' beliefs."

The University of Texas at Austin
Center for the Skills & Experience Flags
School of Undergraduate Studies

Mission: The Center for the Skills and Experience Flags fosters excellence in flagged courses across disciplines and supports instructors as they teach students to think critically, write cogently, engage in inquiry and discovery, examine ethical questions, and learn about other cultures.

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goals, **then** you will conduct or provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** benefits are achieved, **then** certain changes in groups or communities are expected to occur
1. Independent Inquiry: Equip students with the skills to engage independently in the process of inquiry in their discipline or field **2. Quantitative Reasoning:** Foster the development of quantitative skills in undergraduates, and the ability for students to apply these skills in their adult and professional lives **3. Ethical Leadership:** Equip students with the skills necessary for making ethical decisions in their adult and professional lives **4. Cultural Diversity:** Challenge students to explore the beliefs and practices of underrepresented groups in the US that have experienced persistent marginalization **5. Global Cultures:** Challenge students to explore in depth the beliefs and practices of non-US cultural communities **6. Writing:** Foster undergraduate writing skills development in Writing Flag classes across the disciplines	**Program outreach**: Publicize flag criteria and build awareness of importance and impacts of flags among faculty and students **Monitor flagged courses:** Ensure that flagged courses meet or exceed flag criteria	• # and type of outreach initiatives • # and type of flag courses reviewed approved	Flagged courses will meet or exceed all flag requirements	TBD
	Provide faculty support: Work with faculty proposing and teaching flagged courses to incorporate flag criteria **Facilitate faculty committee meetings:** Work with faculty committees to define/update flag objectives and assessment processes **Facilitate teaching assistant training:** Offer TA training sessions for large flag courses	• # and type of instructional support services provided and faculty served • Documentation of feedback/decisions made from faculty committee meetings • # of and type of TA trainings and trainees	Faculty and teaching assistants will gain/implement effective pedagogical strategies for incorporating flag-related learning objectives in courses Students will develop knowledge/application/value of flag-related learning objectives	TBD
	Sustain/expand campus partnerships: Collaborate with campus departments and funded projects to build capacity **Monitor enrollment and degree plan/course capacity needs**: Build and maintain sufficient course capacity within each academic college/school **Identify course conversion opportunities:** Identify classes where substantial flag-related work exists and facilitate conversion process	• Documentation regarding enrollment trends and degree plan/course capacity needs • # and type of course conversions	Students will earn required flags in a timely manner	TBD

	Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** benefits are achieved, **then** certain changes in groups or communities should occur
1. Independent Inquiry: Equip students with the skills to engage independently in the process of inquiry in their discipline or field	**Program outreach:** Publicize II criteria **Monitor II-flagged courses:** Ensure II-flagged courses meet or exceed the flag criteria **Provide faculty support:** Work with faculty proposing and teaching II-flagged courses to incorporate flag criteria. The following will be offered to support II instructors: • Faculty Workshops • One-on-One Consultations • Program-planning Assistance • Web/Canvas Resources • Assessment support **Monitor enrollment trends and degree plan/course capacity needs:** Identify number of II flags completed and petitioned, in addition to academic areas where capacity is needed **Sustain/expand campus partnerships:** Collaborate with departments to build capacity	Number and type of program outreach initiatives Number and type of flag courses reviewed and approved Number and type of faculty support provided and faculty served • **≥10** faculty consultations per year to facilitate class design and implementation, in **≥3** of the colleges and schools offering II flags • **≥30** faculty attend II workshops/events per year • Track Canvas usage Documentation regarding enrollment trends and course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues	**1.1 Independent Inquiry (II)-flagged courses will meet or exceed flag requirements** *Syllabi and proposal review (scoring rubric), 16-17, 17-18, 18-19* 1. **≥90%** of syllabi reviewed will meet/exceed (responses a or b) the flag criteria based on rubric items 2, 3, 4, and 6 **1.2 Faculty will gain/implement effective pedagogical strategies for engaging students in the inquiry process in their discipline** *End-of-workshop faculty survey, 16-17, 17-18,18-19* 1. Faculty workshop attendees will indicate specific teaching methods learned in the workshops or events that they plan to implement in their classes **1.3 Students will develop knowledge/application/value of flag-related learning objectives** *End-of-course II student survey, 16-17* 1. **≥90%** of respondents will indicate awareness of the Flag component in their course 2. **≥70%** of respondents will indicate that their flagged course was at least somewhat valuable *Faculty survey* 3. **≥70%** of faculty will indicate that at least 50% of their students satisfactorily performed all relevant inquiry tasks by the end of their course **1.4 All students earn at ≥1 II flag in a timely manner** *16-17, 17-18, 18-19* 1. Criteria will depend on enrollment needs in individual academic units	Positive attitude among faculty and students towards the II Flag and its goals Campus-wide awareness of the II Flag as a valuable component of undergraduate education at UT Good II Flag course options for all degree plans that add clear value to degree and do not add time to graduation

Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goal, **then** you will conduct/provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	Expected Outcomes If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If benefits are achieved, **then** certain changes in groups or communities should occur
2. Quantitative Reasoning: Foster the development of quantitative skills in undergraduates, and the ability for students to apply these skills in their adult and professional lives	**Program outreach:** Publicize QR criteria **Monitor QR-flagged courses**: Ensure QR-flagged courses meet or exceed the flag criteria **Provide faculty support:** Work with faculty proposing and teaching QR-flagged courses to incorporate flag criteria. The following will be offered to support QR instructors: • Faculty Workshops • One-on-One Consultations • Program Planning Assistance • Web/Canvas Resources • Assessment Support **Facilitate/participate in faculty committee meetings:** Define the QR flag at UT, working with the QR faculty committee; Collaborate with UGS staff and faculty committee assessing Math core curriculum to develop core rubric that also measures student success in demonstrating the QR Flag criterion **Monitor enrollment trends and degree plan/course capacity needs:** Identify degree plans in need of QR options and maintain capacity	Number and type of program outreach initiatives Number and type of flag courses reviewed and approved Number and type of faculty support provided and faculty served • **≥10** faculty consultations per year to facilitate class design and implementation, in **≥3** of the colleges and schools offering QR flags • **>30** faculty attend QR workshops/events per year • Track Canvas usage Documentation of feedback/decisions made from faculty committee meetings Documentation regarding enrollment trends and course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues • Track flag petition numbers and identify any degree plans capacity issues	**2.1 Quantitative Reasoning (QR)-flagged courses meet or exceed flag requirements** *Syllabi and proposal review (scoring rubric), 2016* 1. **≥90%** of proposals in sample will demonstrate that 2 of the 3 criteria are present in the course to high degree *16-17, 17-18, 18-19* 2. **≥90%** of syllabi reviewed will show that course involves QR skills, meets the grade requirement of the criterion, and makes students aware of the Flag via a syllabus statement 3. **≥60%** of syllabi (plus proposal, if necessary) reviewed will meet **≥2/3** of rubric items, demonstrating that course meets committee's expected balance of rigor and contextualization **2.2 Faculty will gain/implement effective pedagogical strategies for teaching students to reason quantitatively** *End-of-workshop faculty survey, 16-17, 17-18, 18-19* 1. Faculty workshop attendees will indicate specific teaching methods learned in the workshops or events that they plan to implement in their classes **2.3 Students will develop knowledge/application/value of flag-related learning objectives** *M302 student survey, 2016* 1. **≥70%** of participating students will indicate that they are aware of the QR flag component of the course, and that they have improved their confidence using quantitative skills *End-of-course QR student survey, 18-19* 2. **≥70%** of respondents will indicate awareness of the Flag component and fulfillment of the criterion in their course 3. Criteria for other QR-related issues will be reported 4. TBD (QR Flag Criterion Rubric) *Math core curriculum direct assessment, 16-17* *Science & Technology core curriculum direct assessment, 17-18* 1. **≥70%** of student work will achieve a "meets expectations" rating on the respective core rubric **2.4 Students will earn at ≥1 QR flag in a timely manner** *16-17, 17-18, 18-19* **2.** Criteria depend on enrollment and needs in individual academic units	Faculty awareness of QR Flag on their courses Faculty and student understanding of the QR Flag and its value as a required component of undergraduate education at UT Strong culture of teaching QR skills at UT

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3. Ethics and Leadership: Equip students with the skills necessary for making ethical decisions in their adult and professional lives	**Program outreach:** Publicize EL criteria and work with faculty proposing EL flags to incorporate them and build awareness of importance of EL flag among faculty and students **Monitor EL-flagged courses:** Ensure EL-flagged courses meet or exceed the flag criteria **Provide faculty support:** Work with faculty proposing and teaching EL-flagged courses to incorporate flag criteria. The following will be offered to support EL instructors: • Faculty Workshops • One-on-One Consultations • Program-planning Assistance • Web/Canvas Resources • Assessment support **Facilitate teaching assistant (TA) training:** Offer TA training sessions for large EL courses **Monitor enrollment trends and degree plan/course capacity needs:** Identify number of EL flags completed and petitioned, in addition to academic areas where capacity is needed; maintain seats in colleges **Sustain/expand campus partnerships:** Collaborate with departments to build capacity	Number and type of program outreach initiatives Number and type of flag courses reviewed and approved Number and type of faculty support provided and faculty served • Number of faculty consultations needed and provided for EL flag proposals • ≥1 faculty workshop per year, serving ≥30 instructors • Number of faculty served • Track Canvas usage Number and type of TA training sessions and attendees Documentation regarding enrollment trends and course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues	**3.1 Ethics and Leadership (EL)-flagged courses will meet or exceed flag requirements** *Syllabi and proposal review (scoring rubric), 16-17, 17-18, 18-19* 1. **≥80%** of syllabi reviewed will show evidence (responses a or b to rubric items 1, 2, 3, and 4) that the course meets expectations of the flag, indicating that the course involves ethical reasoning skills in the context of real-life situations 2. **≥80%** of syllabi reviewed will meet expectations for course grade requirements (responses a or b to rubric item 5) and will include a statement about the EL Flag (responses a or b to rubric item 6) **3.2 Faculty will gain/implement effective pedagogical strategies for incorporating flag learning objectives in courses** *Track successful proposals as result of consultations, 16-17; 17-18* 1. **5/year**: Count of successful proposals as a result of meetings *End-of-workshop faculty survey, 16-17, 17-18, 18-19* 1. **≥70%** faculty surveyed find workshop moderately or extremely useful (item 6 on survey) and leave with material that is immediately useful (responses definitely or probably in item 1 on survey) **3.3 Students will develop knowledge/application/value of flag-related learning objectives, specifically related to identifying and reasoning through ethically complex situations** *End-of-course student survey, 16-17, 18-19* 1. **≥70%** of students surveyed indicate that they have had opportunities to identify and reason through ethically complex situations (items 3 and 5 on survey) 2. **≥70%** of students surveyed will indicate that they believe their ethical reasoning skills have improved as a result of their EL course (items 4 and 6 on survey) 3. **≥70%** students surveyed will indicate that the skills in EL courses are useful in future career path and in everyday life (items 7 and 8 on survey) 4. **≥90%** of students surveyed will indicate that they knew the course carried the EL flag (item 1 on survey) 5. **≥70%** of students indicate that the class challenged their ideas about ethical issues and enhanced their learning experience (items 9 and 10 on survey)	TBD

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			Student Artifacts Assessment using Hastings ethics rubric, 16-17 Spring 1. **≥70%** of students meet or exceed expectations of Hastings rubric **3.4 Students will earn required flags in a timely manner** *Collect and analyze Cognos data on enrollment in EL courses, 16-17, 17-18, 18-19, fall/spring* 1. Documentation regarding enrollment trends and course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues	

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4. Cultural Diversity: Challenge students to explore the beliefs and practices of underrepresented groups in the US that have experienced persistent marginalization	**Program outreach:** Publicize CD criteria and build awareness of importance of CD flag among faculty and students **Monitor flagged courses:** Ensure CD-flagged courses meet or exceed the flag criteria and ensure that students learn about at least one underrepresented cultural group in the US in core courses **Facilitate/participate in faculty committee meetings:** Work with faculty committee to update CD learning objectives and draft direct assessment rubric, create CD student survey that focuses on learning objectives. Collaborate with UGS staff and faculty committee assessing core curriculum to develop core rubric that also measures student success in demonstrating the CD Flag criterion **Provide faculty support:** Work with faculty proposing and teaching CD-flagged courses to incorporate flag criteria. The following will be offered to support CD instructors: • Faculty Workshops • One-on-One Consultations • Program-planning Assistance • Web/Canvas Resources • Assessment support **Monitor enrollment and degree plan/course capacity needs:** Identify academic areas where capacity is needed, collaborate with departments to build capacity, and maintain seats in colleges	Number and type of program outreach initiatives Number and type of flag courses reviewed and approved Number and type of faculty support provided and faculty served • Number of faculty consultations needed and provided for CD flag proposals • **≥3** CD/GC faculty workshops per year, serving **≥50** instructors • Number of faculty served • Track Canvas usage Documentation regarding enrollment trends and course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues	**4.1 Cultural Diversity (CD)-flagged courses will meet or exceed flag requirements** *Syllabi and proposal review (scoring rubric), 16-17, 17-18, 18-19* 1. **≥80%** of syllabi reviewed will show evidence (responses a or b) that items 1, 2, 3, and 4 on the rubric meet expectations of the flag, indicating that the course involves the study of underrepresented cultural groups in the US 2. **≥80%** of syllabi reviewed will meet expectations for course grade requirements (responses a or b to rubric item 5) and will include a statement about the CD Flag (responses a or b to rubric item 6) **4.2 Faculty will gain/implement effective pedagogical strategies for incorporating flag learning objectives in courses** *Track successful proposals as result of consultations, 16-17; 17-18* 1. **5/year**: Count of successful CD proposals as a result of meetings *End-of-workshop faculty survey* 2. **≥70%** faculty surveyed find workshop moderately or extremely useful (item 6 on survey) and leave with material that is immediately useful (responses definitely or probably in item 1 on survey) **4.3 Students will develop knowledge/application/value of flag-related learning objectives** *End-of-course student survey, 16-17, 17-18, 18-19* 2. **≥80%** of students surveyed indicate that they have had opportunities to learn about underrepresented cultural groups in the US (survey items #5) 3. **≥60%** students surveyed indicate that they have had challenging experiences so that they engage in an active process of self-reflection (survey items #6) 4. **≥90%** of students surveyed will indicate that they knew the course carried the CD flag (survey item #2) *US History core curriculum direct assessment, 16-17 spring* 5. **≥70%** of students will achieve a "meets expectations" rating on the US History rubric	TBD

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			4.4 Students will earn required flags in a timely manner *Collect and analyze Cognos data on enrollment in CD courses, 16-17, 17-18, 18-19, fall/spring* 1. Documentation regarding enrollment trends and course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues	

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5. Global Cultures: Challenge students to explore in depth the beliefs and practices of non-US cultural communities	**Program outreach:** Build awareness of importance of GC flag among faculty and students **Monitor GC-flagged courses**: Will be monitored to ensure they meet or exceed the flag criteria and that students are learning about at least one non-US community **Facilitate/participate in faculty committee meetings**: Will help in updating GC learning objectives and draft direct assessment rubric, developing GC rubric to measure student's work, and in creating GC student survey that focuses on learning objectives. Faculty will help in publicizing and implementing GC Flag criteria; Collaborate with UGS core curriculum faculty committee to develop core rubric that also measures student success in demonstrating the CD Flag criterion **Provide faculty support:** Work with faculty proposing and teaching GC-flagged courses to incorporate flag criteria. The following will be offered to support GC instructors: • Faculty Workshops • One-on-One Consultations • Program-planning Assistance • Web/Canvas Resources • Assessment support **Monitor enrollment and degree plan/course capacity needs:** Identify academic areas where capacity is needed, collaborate with departments to build capacity, and maintain seats in colleges	Number and type of program outreach initiatives Number and type of flag courses reviewed and approved Number and type of faculty support provided and faculty served • Number of faculty consultations needed and provided for GC flag proposals • **≥3** CD/GC faculty workshops per year, serving **≥50** instructors • Number of faculty served • Track Canvas usage Documentation regarding enrollment trends and degree plan/course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues	**5.1 Global Cultures (GC)-flagged courses will meet or exceed flag requirements** *Syllabi and proposal review (scoring rubric), 2016-2017, 2017-2018* 1. >80% of syllabi reviewed show evidence that the course involves in-depth examination of non-US cultural groups 2. >80% of syllabi reviewed meet expectations for course grade reqs. and include a statement about the GC flags **5.2 Faculty will gain/implement effective pedagogical strategies for incorporating flag learning objectives in courses** *Track successful proposals as result of consultations, Annually, 2016-2017* 1. **5/year**: # of successful GC proposals as a result of meetings *End-of-workshop faculty survey* 2. **>70%** faculty find workshops useful and leave with material that is immediately useful **5.3 Students will develop knowledge/application/value of flag-related learning objectives** *End-of-course student survey, 17-18, 18-19* 6. **≥80%** of students surveyed indicate that they have had opportunities to learn about non-U.S. cultural groups (survey items #5) 7. **≥60%** students surveyed indicate that they have had challenging experiences so that they engage in an active process of self-reflection (survey items #6) 8. **≥90%** of students surveyed will indicate that they knew the course carried the GC flag (survey item #2) **5.4 Students will earn required flags in a timely manner** *Annually, 2016-2017 Fall and Spring* 1. Documentation regarding enrollment trends and course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues	TBD

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6. Writing: Foster undergraduate writing skills development in Writing Flag classes across the disciplines	**Program outreach:** Publicize WR criteria and work with faculty proposing WR flags to incorporate them and raise faculty awareness of the instructional impact of class size via formal recommendation statement from Faculty Writing Committee **Provide faculty support:** Work with faculty proposing and teaching WR-flagged courses to incorporate flag criteria. The following will be offered to support WR instructors: • Faculty Workshops • One-on-One Consultations • Program-planning Assistance • Web/Canvas Resources • Assessment support **Sustain/expand campus partnerships:** Meetings with targeted departments, Vaughn-funded projects, one-on-one consultations, invited participation in faculty-led ad hoc committees (as in ME) **Monitor enrollment and degree plan/course capacity needs:** Identify programs that lack capacity or need to build capacity for impending WR requirement increase (from 2 flags to 3) **Identify course conversion opportunities:** Identify classes where substantial written work is already required and consult with instructors on conversion	Number and type of program outreach initiatives Number and type of flag courses reviewed and approved Number and type of faculty support provided and faculty served • Number of faculty consultations needed and provided for WR flag proposals • **≥10** faculty consultations per year to facilitate class design and implementation, in **≥3** colleges and schools offering WR flag courses • **≥50** participants at WR workshops per year, from **≥50%** colleges and schools offering WR flags • Number of faculty served • Track Canvas usage Documentation regarding enrollment trends and degree plan/course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues • Degree plan reviews	**6.1 WR courses meet or exceed WR requirements (offer sufficient writing experiences, high-quality feedback, and meaningful revision opportunities)** *Syllabi and Proposal Review (scoring rubric), 16-17, 17-18, 18-19; 19-20, see Table 1* 1. **≥80%** of reviewed syllabi will meet rubric items 1 and 2 (a or b), indicating the class involves multiple, complex writing assignments and students engage in substantive revision of their writing 2. **≥60%** of reviewed syllabi will meet rubric item 4 (a or b), indicating that students interact with peers' writing 3. **≥90%** of reviewed syllabi meet rubric item 7 (b, c, or d), indicating the percentage of grade requirement is met 4. **≥1/3** of reviewed syllabi will meet rubric item 8 (a), demonstrating some explicit teaching of research skills *Program Narrative Reports, 16-17, 17-18, 18-19; 18-19; 19-20, see Table 1* 5. **≥1/3** of reviewed programs will be cited for noteworthy curricular or pedagogical approaches to writing--exemplary use of in-class writing instruction, integration of research skills with writing, etc. 6. **<1/3** of reviewed programs will demonstrate significant divergence or contradictions b/w course proposals and syllabi **6.2 Faculty will gain/implement effective pedagogical strategies for incorporating flag learning objectives in courses** *Faculty Writing Retreat Exit Survey, 15-16, 16-17, 17-18, 18-19, fall/spring* 1. Attendees will indicate specific teaching methods learned in the retreat which they plan to implement in their classes 2. At least 70% of respondents will indicate that they intend to try (for workshops and retreats) or have tried with some success, specific pedagogical techniques recommended by the WR office. *Faculty Survey and Follow-up, Spring 2018; 19-20, fall* 3. Survey items and targets TBD in consultation with the Faculty Writing Committee	TBD

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			6.3 Students will develop knowledge/application/value of flag-related learning objectives *End-of-course student survey, 15-16, spring; 17-18, fall* 1. **≥80%** of respondents A/SA with survey items 1, 2, 3, 4, and 7, indicating they received helpful assignment guidelines, helpful feedback from instructor/TA, revised writing on >1 project, shared and discussed writing with other students, and understand how their writing is evaluated was class 2. **≥50%** of respondents answer "Yes, once" or "More than once" to item 5, indicating that they met with the instructor or TA outside of class time to discuss their writing 3. **≥75%** of respondents A/SA with item 6, (indicating that "proven pedagogies" are perceived by students as effective) **6.4 Students will earn required flags in a timely manner** 1. Documentation regarding enrollment trends and course capacity needs: • Collect/analyze Cognos student enrollment data • Track program enrollment data and projections • Track number of flags completed at graduation • Track flag petition numbers and identify any degree plans capacity issues	

Table 1. Syllabi and Proposal Review Timeline

	2016-2017	2017-2018	2018-2019	2019-2020
Independent Inquiry	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese	Business; Human Development, Human Ecology; Astronomy; Engineering, Women's & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
Quantitative Reasoning	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese	Business; Human Development, Human Ecology; Astronomy; Engineering, Women's & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
Ethics and Leadership	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese.	Business; Human Development, Human Ecology; Astronomy; Engineering, Women's & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
Cultural Diversity	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese.	Business; Human Development, Human Ecology; Astronomy; Engineering, Women's & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
Global Cultures	Anthropology; Biology Instructional Office; Classics; Health & Society; History; Linguistics; Marine Sciences; Mathematics; Mexican American Studies; Philosophy; Plan II Honors; Russian, East European, & Eurasian; Slavic & Eurasian; Spanish & Portuguese.	Business; Human Development, Human Ecology; Astronomy; Engineering, Women's & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric & Writing; Natural Sciences; French & Italian	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies; Nursing; Social Work; Liberal Arts Honors; Religious Studies
Writing Flags	Mathematics, Mexican American Studies, Biology, Classics, History, Philosophy, Linguistics, Anthropology, Marine Science, Plan II, Spanish, Russian, Slavic/Eurasian, Health and Society	Business; Human Development, Human Ecology; Astronomy; Engineering, Women's & Gender Studies; Geography; Economics; Education; Government; English; Architecture; Core Texts & Ideas; Rhetoric	Communication, Geosciences, Physics, Middle Eastern Studies, American Studies, African/Diaspora Studies, Jewish Studies, Psychology, Neuroscience, Humanities, Germanic	Fine Arts; Computer Sciences; Chemistry; Pharmacy; Statistics & Data Sciences; Sociology; Asian Studies; European Studies; Latin American Studies; Undergraduate Studies;

		& Writing; Natural Sciences; French & Italian	Studies, International Relations, Asian American Studies	Nursing; Social Work; Liberal Arts Honors; Religious Studies

Table 2. Direct Assessment Timeline

Timeline	Flag
2017-2018	**Quantitative Reasoning** – in conjunction with Natural Sciences & Technology core assessment
2018-2019	**Writing Flag** – in conjunction with Signature Course core assessment **Ethics & Leadership Flag** – in conjunction with SDS and BIO course development projects **Independent Inquiry Flag**
2019-2020	**Writing Flag** **Independent Inquiry Flag** **Ethics &Leadership Flag** – in conjunction with US & Texas Government core assessment **Cultural Diversity Flag** – in conjunction with Visual & Performing Arts core assessment **Global Cultures Flag** – in conjunction with Visual & Performing Arts core assessment
2020-2021	**Cultural Diversity Flag** – in conjunction with Humanities core assessment **Global Cultures Flag** – in conjunction with Humanities core assessment **Independent Inquiry Flag** **Writing Flag** **Ethics & Leadership Flag**
2021-2022	**Quantitative Reasoning Flag** – in conjunction with Mathematics core assessment **Cultural Diversity Flag** – in conjunction with History core assessment **Writing Flag** **Ethics & Leadership Flag**

Appendix I

BDP Program

2017-2018 Academic Year 1-page Dashboard Followed by the Detailed Assessment Plan

Dean Review
January 2019

The University of Texas at Austin
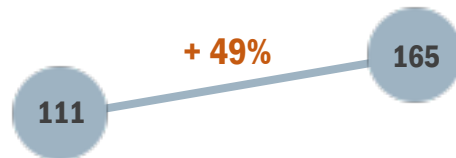School of Undergraduate Studies

STUDENT POPULATION SERVED

756 active BDP students
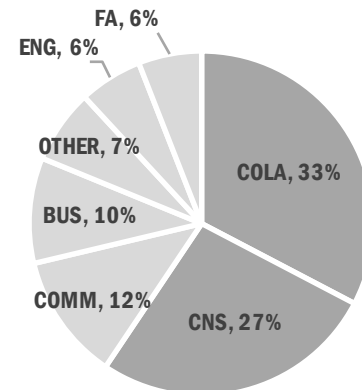
In 2017-2018…
501 students applied (**+28%** from 16-17)
399 students admitted (**+17%** from 16-17)

Students who graduated with BDP certificates increased substantially from 2014 to 2017

+ 49%

111   165

Over half of current BDP students are from Liberal Arts and Natural Sciences

FA, 6%
ENG, 6%
OTHER, 7%
BUS, 10%
COMM, 12%
COLA, 33%
CNS, 27%

SERVICES OFFERED

Offered 16 different interdisciplinary certificate options
5 largest BDP certificates include:
Digital Arts & Media
Children & Society
Social Inequality, Health & Policy
Environment & Sustainability
Social Entrepreneurship & Non-profits

Helped students identify interdisciplinary and disciplinary plan of study
Individual advising **1,008 appointments**

Promoted students' hands-on research, internship experiences, and self-reflection
364 completed Connecting Experiences
211 Faculty Mentors

74 scholarships totaling $70,500 awarded

OUTCOMES

92% of graduating respondents agreed/strongly agreed that their **BDP helped them refine their career goals.**

91% of Alumni respondents agreed/strongly agreed that the Connecting Experiences they pursued as part of their BDP were **valuable to their professional careers.**

94% of Alumni respondents agreed/strongly agreed that their BDP was a **valuable part of their education at UT Austin.**

Quotes from BDP Alumni survey….

"The array of options open to me in cross-disciplinary BDP coursework, faculty support, and connecting experiences showed me that the world beyond UT - and my own professional goals - cannot be forced into a single, neat box."

"Through my BDP experience I developed as a person. It helped me define myself as a professional."

"My BDP experience allowed me to customize my coursework and have the opportunity to practice the theories and skills in the real world. The real world experience is the most valuable when it comes time to deciding what career field you want to enter. It's one thing to study and another to practice what you learn."

Program Mission	The mission of the Bridging Disciplines Programs (BDPs) is to support students in becoming versatile thinkers who are able to bring the perspectives, tools, and skills of multiple disciplines to bear on complex issues and questions.
Program Description	BDPs allow students to supplement their degrees by pursuing one of 16 interdisciplinary certificates that combine classroom, research, and internship experiences.

Student Population Served

Number of applicants and students admitted into BDP: As of September 2018, there were 756 active BDP students. The total number of students that applied to BDPs in 2017-18 was 501 (241 in fall 2017, and 260 in spring 2017). In spring 2017, we saw our largest number of applicants to the BDPs to date in one semester. In 2017-18 we saw a 28% increase overall compared to the number of applicants in 2016-17. 399 students were admitted to the BDPs in 2017-18, a 17% increase compared to the number of students admitted to the BDPs in 2016-17.

BDP Certificates (2014 vs. 2017-calendar year): We were able to examine the data of students who graduated with BDP certificates between both calendar years and observed a **49% increase (2014 n=111, 2016 n=165).**

Colleges of current BDP students: As of 9/14/18, this data represents the colleges in which BDP students were enrolled at the time. Colleges included Liberal Arts (32%), Natural Sciences (27%), Communication (12%), Business (10%), Engineering (6%), Fine Arts (6%),and Other (7%).

Services Offered

Offered 16 different interdisciplinary certificate options
BDP offers 16 different interdisciplinary certificate options for students.
As of 9/14/18, the five largest BDP certificates include:
• Digital Arts & Media
• Children & Society
• Social Inequality, Health & Policy
• Environment & Sustainability
• Social Entrepreneurship & Non-profits

Helped students identify interdisciplinary and disciplinary plan of study
Between fall 2017 and summer 2018, 1008 individual advising appointments were completed. 745 of these appointments were with current BDP students, and 263 were with prospective students and applicants.

Promoted students' hands-on research, internship experiences, and self-reflection
Between fall 2017 and summer 2018, 364 internships, research, or creative project Connecting Experiences were completed; 74 Connecting Experience scholarships were awarded to BDP students ($70,500 total), and 211 faculty served as mentors to BDP students.

Outcomes

BPD Integration Essay: On average, students graduating from the BDPs between spring 2017 and spring 2018 received a rating of **4.17 out of 5** (n=293) on the **"demonstrates interdisciplinary awareness"** component of the BDP Integration Essay.

Program Exit Survey (n=102, response rate=60%):
- From July 2017 to August 2018, **92%** of program completers responded that they agreed/strongly agreed that their BDP experience **helped them refine their career goals**.
- From July 2017 to August 2018, **98%** of program completers responded that they agreed/strongly agreed that their BDP experience gave them the ability to **apply perspectives from multiple disciplines to their topic of study.**

Program Alumni Survey (n=64, 6% response rate):
- **91%** of alumni respondents agreed/strongly agreed that the Connecting Experiences they pursued as part of their BDP were **valuable to their professional careers.**
- **94%** of alumni respondents agreed/strongly agreed that their BDP was **a valuable part of their education at UT Austin.**

Example open-ended responses to the Alumni survey:
- *"Through my BDP experience I developed as a person. It helped me define myself as a professional."*
- *"The BDP allowed me to direct and refine my education. It allowed me to take my creativity and skill sets in totally new directions. These were directions I'd been interested in exploring for a long time prior to the program, but the BDP was my vehicle through which to move in those directions."*
- *"My BDP experience allowed me to customize my coursework and have the opportunity to practice the theories and skills in the real world. The real world experience is the most valuable when it comes time to deciding what career field you want to enter. It's one thing to study and another to practice what you learn."*
- *"The array of options open to me in cross-disciplinary BDP coursework, faculty support, and connecting experiences showed me that the world beyond UT - and my own professional goals - cannot be forced into a single, neat box."*

The University of Texas at Austin
Bridging Disciplines Programs
School of Undergraduate Studies

Mission: The mission of the Bridging Disciplines Programs (BDPs) is to support students in becoming versatile thinkers who are able to bring the perspectives, tools, and skills of multiple disciplines to bear on complex issues and questions.

Your Planned Work			**Your Intended Results**	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goals, **then** you will conduct or provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities are expected to occur
1. Enhance student disciplinary and interdisciplinary awareness	Maintain interdisciplinary and disciplinary curriculum Periodic folder review Provide sessions, check-ins, and advising to help students identify interdisciplinary and disciplinary plan of study	• Periodic folder review documentation • # and type of support provided to help students identify interdisciplinary and disciplinary plan of study	Students will demonstrate ability to recognize the tools and perspectives of multiple disciplines Students will demonstrate ability to recognize the tools or methods employed by a particular discipline	BDP students will emerge with a stronger set of problem solving skills as a result of their BDP experience
2. Enhance student integrative thinking and hands-on application of knowledge and skills	Promote hands-on research and/or internship experiences Support Connecting Experiences	• # and type of support provided to help students identify internships, research, and/or creative projects • # and type of support provided to help students plan for and complete Connecting Experiences	Students will integrate their learning through "connecting experiences" such as internships, research, and/or creative projects	BDP alumni will report utilizing skills they learned from their BDP experience in their professional lives
3. Promote student reflection and self-assessment to pursue their goals	Facilitate student reflection and self-assessment Provide individual advising	• # and type of support provided to help students reflect on their interests, strengths, and goals • # of individual advising appointments with BDP students in their first semester and beyond	Students will demonstrate ability to reflect on development of their personal interests, strengths, experiences, and goals Students will utilize advising to focus their interdisciplinary course of study	BDP graduates report that they were given opportunities to refine their professional goals based on their BDP experience
4. Engage in program outreach and development	Program outreach Program development	• # and type of outreach initiatives • # and type of program development meetings • Documentation of proposed decisions regarding program changes/improvements	BDP office will communicate information about BDP offerings and activities to students, faculty, and alumni BDP office will engage with students, faculty, and alumni in order to refine and develop BDP offerings	Increase awareness among internal and external stakeholders about the value of the BDP as an innovative approach to higher education

		Your Planned Work		**Your Intended Results**	
	Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goal, then you will conduct/provide the following activities	**Evidence of Activities/Services** If you accomplish your planned activities, then you will hopefully deliver the amount of service that you intended	**Expected Outcomes** If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If these benefits are achieved, then certain changes in groups or communities should occur
1.	**Disciplinary and interdisciplinary awareness**: Students will learn about the tools and perspectives offered by different disciplines, as well as about the benefits and challenges of bringing these perspectives together to study a given topic.	**Maintain interdisciplinary and disciplinary curriculum:** Interdisciplinary curriculum is developed with the BDP faculty panel, and students are required to complete Foundation courses introducing key methodologies and concepts as well as Strand courses focused on specific interests. Students also complete major requirements in addition to the BDP certificate, providing a chance for students to engage in the work of a specific discipline (the student's major) in addition to interdisciplinary BDP coursework **Periodic Folder Review:** Advisors conduct folder review to provide students with information on BDP requirements and guidance to ensure students have disciplinary and interdisciplinary plan of study **Provide sessions, check-ins, and advising:** BDP orientation sessions, Connecting Experience check-ins, and one-on-one advising; Each student is asked to identify disciplinary and interdisciplinary perspectives	Periodic Folder Review documentation Number and type of support provided to help students identify interdisciplinary and disciplinary plan of study	**1.1 Students will demonstrate ability to recognize the tools and perspectives of multiple disciplines** 15-16, 17-18 Fall and Spring 1. On average, the cohort of students graduating from BDP in a given year will receive a rating of **at least 4 of 5** on the "demonstrates interdisciplinary awareness" component of their Integration Essay (*Integration Essay rubric*) 2. **≥80%** A/SA BDP experience gave them ability to apply perspectives from multiple disciplines to their topic of study (*Exit survey*) 3. Track number of students graduating with BDP certificates each semester and completion rates **1.2 Students will demonstrate ability to recognize the tools or methods employed by a particular discipline** 15-16, 17-18 Fall and Spring 1. On average, the cohort of students graduating from BDP in a given year will receive a rating of **at least 4 of 5** on the "demonstrates disciplinary awareness" component of their Integration Essay (*Integration Essay rubric*) 2. **≥80%** A/SA BDP experience gave them ability to apply perspectives from multiple disciplines to their topic of study (*Exit survey*)	BDP students will emerge with a stronger set of problem solving skills as a result of their BDP experience

		Your Planned Work		Your Intended Results	
	Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
2.	**Integrative thinking and hands-on application of knowledge and skills:** Students will develop their ability to think comparatively, to transfer knowledge and skills from one context to another, and to apply what they learn in the classroom in hands-on research or internship experiences	**Promote hands-on research and/or internship experiences:** Students complete internships, research, and/or creative projects for course credit under the supervision of faculty members **Support connecting experiences:** Students are supported in planning and completing Connecting Experiences through optional workshops, individual advising, and required online and/or in-person check-ins	Number and type of support provided to help students identify internships, research, and/or creative projects students complete as part of their Connecting Experiences Number and type of support provided to help students plan for and complete Connecting Experiences	**2.1 Students will integrate their learning through Connecting Experiences such as internships, research, and/or creative projects** 15-16, 17-18 Fall and Spring 1. On average, the cohort of students graduating from BDP in a given year will receive a rating of **at least 4 of 5** on the "demonstrates ability to transfer skills/knowledge from one context to another" component of their Integration Essay *(Integration Essay rubric)* 2. **≥80%** are satisfied/very satisfied with Connecting Experience *(Exit survey)* 3. **≥80%** of alumni A/SA that Connecting Experiences have been valuable to their professional careers *(Alumni survey)* 4. Track number of students completing Connecting Experiences each semester	BDP alumni will report utilizing skills they learned from their BDP experience in their professional lives

		Your Planned Work		Your Intended Results	
	Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
3.	**Individual reflection and self-assessment:** Students will be supported in reflecting on their interests, strengths, and goals, and in making the most of the wealth of resources available at UT Austin for them to pursue their goals.	**Facilitate student reflection and self-assessment:** Students will focus on reflection during BDP meetings (orientation, group advising, and individual advising) and in BDP written requirements (online check-ins, reflection essays, and Integration Essays) **Provide individual advising:** Each BDP student is assigned a BDP academic advisor, is required to meet with advisor during first semester in BDP, and is encouraged to meet with advisor at least once per semester throughout BDP experience	Number and type of support provided to help students reflect on their interests, strengths, and goals Number of individual advising appointments with BDP students in their first semester and beyond	**3.1 Students will demonstrate ability to reflect on development of their personal interests, strengths, experiences, and goals** 16-17, 18-19 Fall and Spring 1. On average, the cohort of students graduating from BDP in a given year will receive a rating of **at least 4 out of 5** on the "demonstrates self-reflection on interests, strengths, and goals" component of their Integration Essay *(Integration Essay rubric)* 2. **≥80%** A/SA BDP experience helped them A) choose courses that connected to their personal and professional goals and B) refine their career goals *(Exit survey)* **3.2 Students will utilize advising to focus their interdisciplinary course of study** 16-17, 18-19 Fall and Spring 1. **≥80%** satisfied/very satisfied with the availability and quality of advisors *(Advising survey)*	BDP graduates report that they were given opportunities to refine their professional goals and/or interests based on their BDP experience

	Your Planned Work			Your Intended Results	

	Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
4.	**Program outreach and development:** The campus community and BDP stakeholders (including current and prospective students, faculty, and alumni) will be informed about BDP offerings and activities, and their perspectives will contribute to refining and developing program offerings.	**Program outreach:** The BDP office communicates information through a biannual newsletter, and through recruitment efforts including visits and outreach to individual classes, as well as information sessions and meetings **Program development:** The BDP office holds regular meetings with an alumni advisory council as well as with faculty panels for each BDP in order to refine and develop BDP offerings	Number and type of BDP outreach initiatives Number and type of program development meetings Documentation of proposed decisions regarding changes/improvements to BDP	**4.1 BDP office will communicate information about BDP offerings and activities to students, faculty, and alumni** 16-17, 18-19 Fall and Spring 1. The number of applicants should be in line with annual targets, reflecting the need for growth in targeted BDPs *(Track number of BDP applicants)* 2. Track number of students admitted 3. Collect information about how students heard about BDP *(Applicant survey)* **4.2. BDP office will engage with students, faculty, and alumni in order to refine and develop BDP offerings** 16-17, 18-19 Fall and Spring 1. Gain feedback from BDP Alumni Advisory Council 2. Gain feedback from BDP Faculty Panel meetings each semester to discuss proposed curriculum	Increase awareness among internal and external stakeholders about the value of the BDP as an innovative approach to higher education

Method Descriptions:

Syllabi and proposal review (scoring rubric):
- Based on Flag criterion and interpretation, create rubric, gather syllabi, and evaluate approximately 25-50 courses/year, such that each area is reviewed approximately once in the four-year cycle, prioritizing course-level Flags. Consult proposal if necessary for clarification.
- Use syllabus rubric to evaluate whether each course meets the committee's current requirements for each Flag.
- Score currently approved flag proposals along three axes (conceptual rigor, college-level math, and applications) for internal Flag audit.

End-of-course student survey: Survey students at end of flagged courses across academic areas about: awareness of the Flag and project type, improvement performing the Learning Objectives, degree of preparedness, and value added by the Flag.

Faculty survey: Survey faculty with active II proposals about: satisfaction with student ability to perform the Learning Objectives, desired teaching resources, history of their course, and value added by the Flag.

End-of-workshop faculty survey: Exit survey of attendees at flag workshops and events to determine how helpful the event was for teaching Flag courses

Appendix I

Signature Course and FIG Programs

2017-2018 Academic Year 1-page Dashboard Followed by the Detailed Assessment Plan for the First-year Experience Office

Dean Review
January 2019

STUDENT POPULATION

10,706

**students took one of the more
than 219 Signature Courses.**

SERVICES OFFERED

Provided students with a common intellectual experience through University Lecture Series

4,900 attendees (3,400 in Fall 2017 and 1,500 in Spring 2018).

Offered Signature Course Teaching Assistant training

187 trained Teaching Assistants through GSC 097 Course.

Connected students with distinguished UT Faculty

219 Faculty taught a Signature Course from 16 different colleges/schools.

65% of faculty teaching Signature Courses attained student survey feedback scores that were above average in Fall 2017 and Spring 2018 courses.

OUTCOMES

2017-18 Signature Course mid-semester survey (MSS) respondents reported learning key transferable knowledge and skills. (n = 3,292)

89% agreed/strongly agreed that listening to other students' ideas is a valuable learning experience.

80% agreed/strongly agreed that they learned academic skills that they can apply throughout their college career.

"What sets this class apart is that it revolves around dialogue and forces students to interact with one another respectfully. It's a class where one needs to share their opinions in order to understand the world around them and its problems."

"I have learned so many valuable lessons in this class and would recommend it to every incoming freshman. It has completely changed the way I approach situations and my entire way of thought. Amazing."

Results from end-of semester course instructor surveys (CIS) revealed that students are improving their written and oral communication skills. (n = 6,595)

■ MSS **■ CIS**

Oral Communication Skills

	Fall 2017	Spring 2018
MSS	61%	63%
CIS	73%	73%
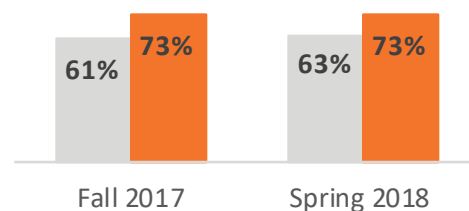
Written Communication Skills

	Fall 2017	Spring 2018
MSS	64%	59%
CIS	82%	76%

STUDENT POPULATION

65%

of Fall 2017 incoming students participated in a FIG
(5,439 of 8,381)

+74%

Increase in number of FIG clusters (2011 vs. 2017)

175 → 306

SERVICES OFFERED

Facilitated FIG mentor training

310 trained FIG mentors on specific mentoring and group management skills related to their role as a peer mentor.

Connected students with UT Faculty

Pre-post survey results indicated that **more students reported meeting with a faculty member outside of class** as a result of their FIG.

+127%

37%

16%

Personally met with a faculty member outside of class

Promoted student awareness and use of key campus resources and services

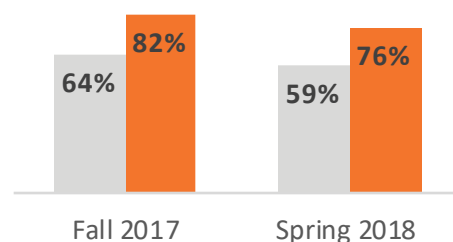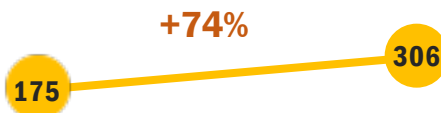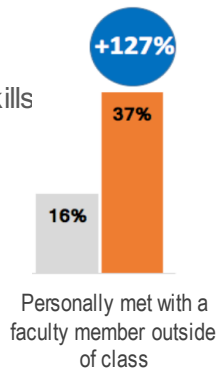Pre-post survey results showed that students reported **an increase in awareness and use of over 10 campus resources** as a result of their FIG experience, including using the Undergraduate Writing Center **(+141%)**, University Gems **(+118%)**, and University Health Services **(+72%)**.

OUTCOMES

Average FIG pre-post survey results revealed that students showed **significant gains in perceived motivation, belonging, resiliency, and learning skills**.
(n=704), Scale was 1-5 with 5 representing "Strongly agree"
*** indicates statistical significance ($p < 0.01$)

+.18
*** **Self-Regulated Learning** — 3.87 — 4.05

+.12
*** **Academic Self-Efficacy** — 3.91 — 4.03

+.17
*** **FIG Interest and Value** — 3.52 — 3.69

+.09
*** **Sense of Belonging** — 4.08 — 4.17

+.05
Transition to UT Austin — 3.83 — 3.88

70% agreed/strongly agreed that they felt better connected to the UT community because of their FIG.

70% agreed/strongly agreed that their FIG helped them transition to college life.
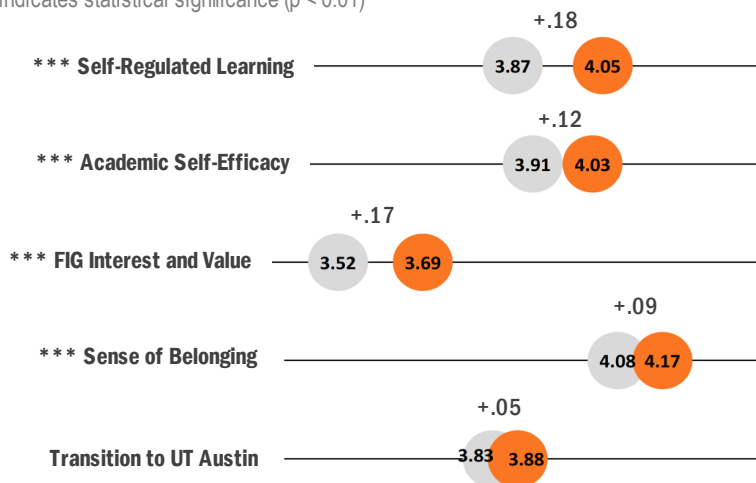
Students appreciate the social support that they gain from their FIGs.

"Being surrounded by people I was familiar with in all of my classes helped ease the anxiety of walking into a 500-person class. Recognizing their faces or saying hi to them made going to class easier."

"Having a community of people that can help you with your personal and academic needs, and your overall transition to college. I have a support group that I can fall back on."

"Having a small group of people, I saw every day made making friends much, much easier. It made UT feel like a smaller place."

The University of Texas at Austin
First-Year Experience
School of Undergraduate Studies

FYE Mission: The First-Year Experience Office supports the University of Texas at Austin in achieving excellence in undergraduate education through opportunities that provide a strong first-year foundation for a successful college career.

	Your Planned Work		**Your Intended Results**	
Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goals, **then** you will conduct or provide the following activities		**Expected Outcomes** If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If benefits are achieved, **then** certain changes in groups or communities are expected to occur

1. Faculty, staff and undergraduate mentors will be supported to meet student needs	**Signature Courses:** • Facilitate faculty collaboration • Facilitate undergraduate assistant (SCUGA) workshops • Require SC TA training **360 Connections:** • Provide resources for promoting 360 Shared Experiences • Host 360 annual meetings • Provide mentor/facilitator consultations **FIGs & TrIGs:** • Facilitate mentor training (UGS 104 FIG Mentor Development Course) • Disseminate mentor resources	Faculty, staff, and undergraduate mentors/facilitators will feel supported to implement fundamental teaching skills and/or program objectives	UT alumni will report that their Signature Course added value to their college experience UT alumni report being introduced to academic skills needed to be successful in their subsequent courses and/or career Students involved in a 360 Connection graduate in 4 years Students involved in a 360 Connection report benefits they gained from their experience
2. Students will develop social and academic support networks on campus	**Signature Courses:** • Monitor course capacity needs • Manage course proposal process • Sustain distinguished faculty • Promote student-faculty interaction **360 Connections:** • Program outreach to students • Monitor student involvement in campus communities • Promote Shared Experiences **FIGs & TrIGs:** • Monitor FIG/TrIG requests and capacity • TYE SC registration outreach • Promote community building activities in FIG/TrIG seminars	Students will have the opportunity to register for a Signature Course taught by distinguished faculty and connect with a small learning community during their first year at UT Students will feel supported by their Signature Course instructor and small learning community mentors and facilitators Students in a small learning community will identify themselves as belonging to the UT community Students enrolled in Signature Courses and in small learning communities will communicate with faculty regarding their academic work	

Desired Goals — The following goals define your mission	Activities/Services — If you want to accomplish your desired goals, **then** you will conduct or provide the following activities	Expected Outcomes — If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts — If these benefits are achieved, **then** certain changes in groups or communities are expected to occur
3. Students will engage in a shared intellectual or cultural experience	**Signature Courses:** • Host University Lecture Series (ULS) events • Promote student participation in ULS or other events **FIGs & TrIGs:** • Promote shared intellectual or cultural experiences	Students enrolled in Signature Courses and small learning communities will engage in a shared intellectual activity Students enrolled Signature Courses will engage in intellectual discussions with other peers	UT alumni will report that their Signature Course added value to their college experience UT alumni report being introduced to academic skills needed to be successful in their subsequent courses and/or career Students involved in a 360 Connection graduate in 4 years Students involved in a 360 Connection report benefits they gained from their experience
4. Students will develop transferable knowledge, skills and abilities	**Signature Courses:** • Promote real-world transferability of course content, communication, critical thinking, and information literacy skills	Students enrolled in Signature Courses will develop communication, critical thinking, information literacy, and writing skills	
5. Students will develop the motivation, habits and know-how to succeed at UT	**Signature Courses:** • Promote student cross-disciplinary understanding of inquiry • Promote student awareness and use of university gems related to course content **360 Connections, including FIGs and TrIGs:** • Monitor student progress towards graduation **FIGs & TrIGs:** • Promote development of effective learning habits • Promote development of effective health and wellness strategies • Promote awareness and use of campus resources	**Signature Courses:** • Students enrolled in Signature Courses will explain how one of the disciplinary perspectives of the course relates to at least one area of intellectual interest and appraise the relevance of SC content **360 Connections, including FIGs and TrIGs:** • Students make timely progress towards graduation **FIGs & TrIGs:** • Students will develop effective learning habits • Students will develop health/wellness strategies • Students will access campus resources • Students will benefit from their FIG/TrIG experience	

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	Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
1. **Faculty, staff and undergraduate mentors will be supported to meet FTIC and transfer student needs** **[Signature Courses]**	**Facilitate faculty collaboration:** *SC Faculty Lunches:* Twice per year the SC faculty will engage in dialog with faculty and program administrators regarding pedagogy and best practices for this unique course and student population at the Signature Course Faculty Lunches *SC Idea Exchanges:* Faculty will be invited to engage in idea exchanges and peer observation each semester of teaching their Signature Course *SC Faculty Workshops:* Faculty are invited to participate in workshops focusing on writing and student engagement **Facilitate SC Undergraduate Assistant Workshops (SCUGA):** Assistants attend several training workshops led by FYE staff regarding student learning, peer mentorship, and student needs **Require SC TA training:** Signature Course (SC) teaching assistants (TAs) are required to attend orientation and a 5-week training in fundamental teaching skills from the Sanger Learning Center, SC TA Cohort Support group	Number and type of SC faculty collaboration events and attendees Number and type of SCUGA workshops and attendees Number of SC TAs trained Track number of faculty who participated in the idea exchange each semester	**1.1 Signature Course faculty feel supported to implement fundamental teaching skills** 16-17, 18-19 Fall and Spring 1. All faculty who are teaching SC for the first time will attend a SC faculty luncheon *(Track faculty attendees)* 2. Majority of SCUGAs will provide positive feedback about mentoring experience at mid-semester meetings *(Feedback from mid-semester meetings)* 3. All new transfer-student Signature Course faculty will attend instructional session with TYE and/or faculty with experience teaching a transfer-student section **1.2 Signature Course TA's feel supported to implement fundamental teaching skills** 16-17, 18-19 Fall and Spring 1. **≥80%** of SC TAs implement ≥1 fundamental teaching skill in discussion section *(Behavioral observation)* *SC TA end-of-semester survey* 2. **≥80%** of SC TAs indicate the cohorts were helpful in improving teaching effectiveness 3. **≥80%** of TAs indicate that the cohort meeting topics were helpful for learning a) lesson planning and learning objectives, b) assessing learning, and c) developing techniques for facilitating discussion 4. **≥80%** of TA respondents suggest appropriate strategies for incorporating feedback from multiple sources	UT alumni will report that their Signature Course added value to their college experience UT alumni report being introduced to academic skills needed to be successful in their subsequent courses and/or career Students involved in a 360 Connection graduate in 4 years Students involved in a 360 Connection report benefits they gained from their experience

	Your Planned Work			Your Intended Results	
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[360 Connections]	**Provide resources for promoting 360 Shared Experiences:** 360 Connection mentors and facilitators have access to lesson plan examples on the 360 website through a UT Box link. Coordinator also provides resources via email as needed. **Host 360 annual meeting:** Coordinator hosts annual meetings, invites college contacts and advisors, to share innovative ideas and gain coordinator feedback **Provide consultations:** Coordinator provides consultations with facilitators and mentors as needed to discuss how to plan for and incorporate 360 Shared Experiences in their group discussions. Shared Experiences include opportunities for students to: • Connect with faculty • Live as a Longhorn (Integrity/Honor Code, UT pride, BeVocal, University Health Services and Health Promotion Resources, volunteer and service learning, campus safety and security) • Learn as a Longhorn (study skills, time management) • Find their path (Explore academic interests and career opportunities)	Number and type of resources provided to 360 facilitators and mentors via email or Box Number of 360 website hits and resources downloaded Number and type of attendees at 360 Connection meetings Number and type of 360 facilitator and mentor consultations	**1.1 360 Connection mentors and facilitators feel supported to implement Shared Experiences in group seminars** 16-17, 18-19 Fall and Spring 1. **≥1** college contact from every college attends annual meeting *(Track attendees at annual meeting)* 2. **≥85%** of mentors that participate in a focus group will report feeling supported by 360 Connection services, including their facilitator *(Mentor focus groups)* 3. **≥85%** of facilitators that participate in a focus group will report feeling supported by 360 Connection services *(Facilitator focus groups)* 4. **≥85%** of facilitators will report feeling confident in implementing 360 Shared Experiences. Requests for additional support needs will also be documented *(Facilitator survey)*	

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[FIG]	**Facilitate FIG mentor training:** FIG mentors are current UT undergraduates who co-facilitate the weekly FIG seminar and mentor incoming freshmen during their first semester on campus. The spring before leading a FIG seminar, all FIG mentors enroll in UGS 104, a mentor development course, where they learn theories behind group development and group dynamics, as well as communication and facilitation skills, including: • Specific mentoring skills and abilities related to their role as a peer mentor • Student development theory • Group management strategies • Classroom dynamics • Cultural diversity • How to communicate with students in this generation • Requirements of FIG program policies; requirements of job • Presentation skills **Disseminate FIG mentor resources:** FYE leadership will disseminate a newsletter for mentors in the beginning of the semester, then every other week after mid-semester. Example news items include information about campus events and ideas for getting students involved on campus	Number and type of FIG mentor training and trainees # and type of FIG resources distributed and website hits	**1.1 FIG undergraduate mentors feel supported to implement fundamental mentoring skills** 16-17, 18-19 Fall and Spring 1. **100%** of New FIG Mentors will take the UGS 104 FIG Mentor Development Course 2. **≥75%** of FIG mentors will understand the FIG Building Blocks and student development theory *(Final writing assignment & reflection essay)* 3. **≥80%** of FIG mentors will receive a score of at least 25/30 on their final writing assignment. *(Final writing assignment)* 4. **≥70%** of FIG mentors will identify their growth as a leader and the skills developed as a mentor *(Mentor Spring '17 Focus Groups)*	

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[TrIG/TYE]	**Facilitate TYE mentor training:** TRIG Mentors participate in a 5-week training workshop on the following topics: • Transfer-student trends and profiles • Retention and student development theories • Mentorship • Group dynamics • UT Austin campus resources • Semester and lesson planning • Incorporating service learning into TRIGs **Disseminate TYE mentor resources:** FYE leadership will disseminate campus resource and mentoring information for mentors in the beginning of the semester, then every other week after mid-semester. Example news items include information about campus events and ideas for getting students involved on campus **Provide TYE Signature Course faculty guidelines** **Train campus faculty and staff and off-campus partners on transfer issues and resources:** Conduct on-campus trainings and off-campus outreach to inform partnering staff and faculty on UT Austin transfer issues and resources.	Number and type of TrIG mentor training workshops and attendees Number and type of TTS mentor training workshops and attendees # and type of TYE resources distributed and website hits # and type of TYE on-campus staff and faculty trainings on transfer issues and resources. Advisor attendance at "ACC to UT" Fall Networking Forum and Spring Marketplace.		**1.1 TYE mentors feel supported to implement fundamental mentoring skills** 16-17, 18-19 Fall and Spring 1. **100%** of TrIG mentors must receive an **80%** or higher on lesson plan and seminar schedule assignments *(TrIG mentor lesson plan and seminar schedule review)* 2. **100%** of TTS mentors participate in training workshop. 3. At the end of the semester, **75%** of TTS mentors agree or strongly agree that mentor training prepared them for mentoring **On- and off-campus partners will feel informed regarding transfer issues and resources** 4. Representatives from all transfer-accepting colleges/schools will participate in ACC to UT events	

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2. **Students will develop social and academic support networks on campus** **[Signature Courses]**	**Monitor course capacity needs:** SC and TYE leadership coordinate with the Registrar's office and college advisors to ensure that adequate funding and seats are available for first-year and transfer students to enroll in Signature Courses **Manage course proposal process:** Faculty are approved to teach Signature Courses through the course proposal process **Sustain distinguished SC faculty:** At the end of each year, SC leadership will prepare a report of the rank and honors of faculty assigned to teach Signature Courses. Additionally, UGS will periodically survey students enrolled in Signature Courses about their experiences and interactions with their instructors **Promote student-faculty interaction:** SC faculty and TAs encourage student engagement in class and discussion sections, as well as through office hours and on-campus events. Faculty and teaching assistants give early and constant feedback on assignments to encourage student academic growth.	Number and type of Signature Courses offered Faculty rank report Number of SC syllabi that encourage student-faculty interaction	**2.1 Signature Course students have the opportunity to register for a Signature Course taught by experienced and distinguished faculty who would not otherwise reach many undergraduates during their first year at UT** 15-16, 17-18 Fall 1. Majority of incoming FTIC and transfer students will enroll in a Signature Course during their first year (*Track # of first-year students enrolled in SC*) 2. **100%** of Signature Courses will be taught by distinguished faculty or senior lecturers with a positive teaching record *(Faculty rank report and SC MS survey)* **2.2 Signature Course students feel supported by their Signature Course instructor and/or teaching assistant** 15-16, 17-18 Fall *Mid-semester survey* 1. **≥85%** of SC students will A/SA that they feel comfortable asking questions and expressing ideas with their instructor 2. **≥85%** of SC students will indicate that they received written comments of feedback from their instructor or TA on an assignment 3. **≥85%** of SC students will rate their overall impression of their course instructor as Good/Excellent **2.3 Signature Course students will learn to communicate with faculty regarding their academic work** 15-16, 17-18 Fall 1. **≥85%** of students will have engaged in communication or activities with their instructor outside of class hours. Examples include but are not limited to: office hour visits, emails with instructor, class outings, social events, etc. *(Mid-semester survey)*		

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[360 Connections]	**Program outreach to students:** The 360 Connection coordinator will promote student awareness about 360 campus communities before and during orientation

Monitor student involvement in campus communities: The 360 Connection coordinator will work with college contacts and advisors to make sure every student is connected to a campus community (e.g., honors society, FIG, success program, LEAP, etc.)

For students who are unconnected, the 360 Connection coordinator will communicate with the college or school contact of the unconnected student to find out why a student did not join a connection and offers an alternative connection for the unconnected students to join.

Promote Shared Experiences: All 360 connection groups are expected to meet routinely, typically once a week, for 50 minutes with a student mentor and a staff facilitator and discuss university resources. All 360 connection groups are also expected to incorporate Shared Experiences for students in addition to their unique programming. Learning about these resources and getting to know one another aids students in their transition from high school to college. | Number and type of program outreach initiatives to students

Number and type of 360 Connection programs provided

Number and type of students connected and not connected to a campus community

Documentation of students who were not connected to a campus community and potential reasoning | **2.1 360 students have the opportunity to connect with a small learning community during their first year at UT** 15-16, 17-18 Fall 1. **≥95%** of first-year college students will be connected to a small peer group/connection during their first year (*Track # of students connected to a FIG/ campus community*) | | |

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[FIG]	**Monitor FIG requests and capacity to fulfill demand:** FIG leadership will estimate the number of FIG mentors needed to lead FIG seminars based on the amount of incoming first-year students and the number of FIGs requested by each college Information about college-based FIGs are readily available to interested students through each college at orientation and through the FYE website **Promote community building activities in FIG seminars:** FIG mentors are encouraged to facilitate weekly community building activities with their peer groups to give new students the support and tools they need to navigate and succeed at the university. FIG students are expected to learn how to: • Form study groups • Study efficiently and effectively • Utilize the university's resources • Get involved on campus	Number and type of FIG seminars available to meet the demand of incoming FTIC students Number and type of resources provided to FIG mentors and/or students that promote community building activities	**2.1 FIG students have the opportunity to connect with a FIG during their first year at UT** 15-16, 17-18 Fall and Spring 2. **≥60%** of first-year college students will be connected to a small peer group/connection during their first year (*Track # of students connected to a FIG*) 3. FIGs will not exceed 25 students per cohort (*Track # of students per cohort*) **2.2 FIG students feel supported by their FIG mentor** 15-16, 17-18 Fall and Spring *FIG pre-post survey* 1. **≥80%** of students will report that their peer mentor was easy to approach 2. **≥70%** of students will report that they met at least once with their mentor during the semester **2.3 FIG students identify themselves as belonging to the UT community** 15-16, 17-18 Fall and Spring *FIG pre-post survey* 1. Student perceptions of belonging to the UT community and their FIG community will exceed a mean score of 4/5 or significantly increase *(belonging scales)* 2. **≥85%** of students will report participating in at least one FIG bonding activity **2.4 FIG students communicate with faculty or teaching assistants for help when needed** 15-16, 17-18 Fall and Spring *FIG pre-post survey* 1. **≥85%** of students will report that they personally met with a faculty member outside of class time	

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[TrIG/TYE]	**Monitor TYE program requests and capacity to fulfill demand**: TYE leadership will estimate the number of TRIG mentors needed to lead TRIG seminars based on the amount of incoming transfer students and the number of TRIGs requested by each college If a transfer student seeks an alternative community to a TRIG, TYE leadership will facilitate their connection with transfer-inclusive campus communities, including Texas Transfer Students. **TYE SC registration outreach:** TYE leadership will implement a protocol for transfer students to register for Transfer-student Signature Course (SC) section options. TYE will inform students about transfer-only sections at Transfer Orientation sessions. **Promote community building activities in TrIG seminars:** TrIG mentors are encouraged to facilitate weekly community building activities with their peer groups to give new students the support and tools they need to navigate and succeed at the university. TrIG students are expected to learn how to: • Form study groups • Study efficiently and effectively • Utilize the university's resources • Get involved on campus	Number and type of TrIG seminars available to meet the demand of incoming transfer students Number and type of students in transfer-inclusive campus communities, including TTS Number and type of resources provided to TYE mentors and/or students that promote campus belonging Track enrollment in transfer-only SC sections All academic colleges and schools with a three-year average of at least 25 first-semester, fall transfer students will offer a TRIG or alternative community TrIGs will not exceed 25 students per mentor	**2.1 Transfer students have the opportunity to connect with a small learning community during their first year at UT** 15-16, 17-18 Fall and Spring 1. **≥15%** (15-16) and **25%** (17-18) of transfer students will be connected to a TRIG during their first year at UT (*Track # of 1st year transfer students connected to a TRIG*) 2. **≥95%** of transfer students seeking an alternative to TRIGs will be connected with a campus community (*Track # of transfer students in alternative campus community*) **2.2 Transfer students feel supported by their TrIG mentor** 15-16, 17-18 Fall and Spring *TrIG pre-post survey* 1. **≥80%** of students will report that their peer mentor was easy to approach 2. **≥70%** of students will report that they met at least once with their mentor during the semester **2.3 Transfer students identify themselves as belonging to the UT community** 15-16, 17-18 Fall and Spring *TrIG pre-post survey* 1. Student perceptions of belonging to the UT community and their TrIG community will exceed a mean score of 4/5 or significantly increase *(belonging scales)* 2. **≥85%** of students will report participating in at least one TrIG bonding activity **2.4 Transfer students communicate with faculty or teaching assistants for help when needed** 15-16, 17-18 Fall and Spring *TrIG pre-post survey* 1. **≥85%** of students will report that they personally met with a faculty member outside of class time	

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3. **Students will engage in a shared intellectual or cultural experience** **[Signature Courses]**	**Host University Lecture Series (ULS) events**: SC leadership will host the University Lecture Series events every Fall and Spring semester **Promote student participation in ULS or other campus events:** Students enrolled in a SC are required to attend or watch a ULS event hosted by UGS or any other lecture. Students are also expected to engage in group discussions and/or debates related to course topics	Number and type of University Lecture Series events and attendees Number and type of SC that require students to attend or watch the ULS hosted by UGS or any other campus event	**3.1 Signature Course students will experience a shared intellectual activity** 16-17, 18-19, Fall and Spring 1. **≥70%** of students enrolled in a SC will attend at >1 campus event *(Attendance tracking system)* 2. **<20%** of SC students will not have been required to attend a campus lecture, event, or performance *(Mid-semester survey)* **3.2 Signature Course students will engage in intellectual discussion with other peers in class** 16-17, 18-19, Fall and Spring *Mid-semester survey* 1. **≥85%** of SC students will feel that listening to other students' ideas was a valuable learning experience 2. **≥85%** of SC students will feel other students respect their point of view during class discussions		

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[FIG]	**Promote shared intellectual or cultural experiences:** FIG mentors are encouraged to help students participate in campus events, performances, and service learning opportunities	Number and type of resources provided to FIG mentors and/or students that promote intellectual or cultural experiences	**3.1 FIG students will experience a shared intellectual activity** 16-17, 18-19, Fall and Spring *FIG post survey* 1. **≥60%** of FIG students will participate in at least four hours of service learning *(GivePlus tracking system)*	

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4. **Students will develop transferable knowledge, skills and abilities** **[Signature Courses]**	**Promote real-world application of transferable skills, in addition to communication, critical thinking, information literacy skills:** As part of SC content, students will complete an oral communication assignment. Students will also complete an oral or written course assignment that requires synthesis of course content and identification of its relationship to broader world events and/or culture Students are encouraged to visit the Sanger Speech Center to develop oral communication skills and receive feedback on their oral presentations By 18-19, SC leadership and UGS assessment team will develop a process for conducting a direct assessment of students' oral communication skills, critical thinking skills, information literacy skills, and writing skills Library instruction services provide instruction sessions, tailored research guides, assignments and consultations, research/writing labs, and TA cohort meeting presentations to Signature Course faculty, teaching assistants and students	Number of SC syllabi that promote student development of transferable knowledge and skills Number of students that visited the Sanger Speech Center and/or Library services		**4.1 Signature Course students will strengthen their confidence in developing effective communication skills** 16-17, 18-19, Fall and Spring *Mid-semester survey* 1. **≥85%** of SC students will report their course is helping them understand what is expected of them as a college-level writer 2. **≥85%** of SC students will report their course is helping them improve their writing 3. **≥85%** of SC students will indicate that their SC is helping to improve their public speaking skills **4.2 Signature Course students will strengthen their confidence in developing applied critical thinking skills by synthesizing course content and relating it to strategies of inquiry in other disciplines** 16-17, 18-19, Fall and Spring *Mid-semester survey* 1. **≥85%** of SC students will report their instructor is helping them draw connections between different fields of study 2. **≥85%** of SC students will report their instructor is challenging them to examine ideas or concepts from different perspectives **4.3 Signature Course students will strengthen their confidence in developing effective information literacy skills** 16-17, 18-19, Fall and Spring 1. **≥85%** of SC students will report their course is helping them learn to locate high quality sources of information that are relevant to course content or assignments *(Mid-semester survey)* 2. Data from Library Services will be reviewed and used to inform future program improvement efforts *(Library Instruction services assessment)*	

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Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)		**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
5. **Students will develop the motivation, habits and know-how to succeed at UT** **[Signature Courses]**	**Promote students' cross-disciplinary understanding of inquiry:** SC faculty expose students to a variety of disciplines via the course content. SC faculty are required to provide an interdisciplinary list of subjects to be covered in course proposal process. SC faculty will also provide students with the academic skills and experiences needed to be successful in future courses at the college level **Promote student awareness and use of university resources "gems":** SC leadership will review course syllabi to ensure that students are given an opportunity to connect with a university gem. As part of coursework in a SC, students will complete a written or oral assignment that requires use of a university resource or gem. Students will be given an opportunity to use of at least one University resource or "gem" that provides information, assistance, or support leading to acquisition of course-related knowledge	Number of SC syllabi that promote student interdisciplinary awareness Number and type of course syllabi that ensure students are given opportunity to use a campus resources	**5.1 Signature Course students will be able to explain how one of the disciplinary perspectives of the course relates to at least one area of intellectual interest to the individual student, regardless of expected major** 16-17, 18-19, Fall and Spring *Mid-semester survey* 1. **≥85%** of SC students will indicate that their SC is helping them understand at least one academic discipline other than their own 2. **≥85%** of SC students will indicate that their course piques their interest even when it is not related to their major **5.2 Signature Course students will be able to appraise the relevance of Signature Course content for use during their UT academic experience** 16-17, 18-19, Fall and Spring *Mid-semester survey* 1. **≥85%** of SC students will report that their course is helping them understand what is expected of them academically as a college student 2. **≥85%** of SC students will report that their course is helping them learn academic skills that they can apply throughout their college career **5.3 Signature Course students will be able to describe their use of at least one University co-curricular resource that provides information, assistance or support leading to application of course-related knowledge** 16-17, 18-19, Fall and Spring 1. **≥85%** of SC students will identify and describe at least one new campus resource they learned about and utilized in their course *(Mid-semester survey)*		

Desired Goals The following goals define your mission	Activities/Services **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	Evidence of Activities/Services **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	Expected Outcomes **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts **If** these benefits are achieved, **then** certain changes in groups or communities should occur
[360 Connections]	**Monitor student progress towards graduation:** The 360 Connection coordinator will collect/analyze data from internal and external databases to monitor student progress towards graduation	Track student retention rates (enrollment in third long academic term) Track progress towards graduation (course completion and GPA) Track student graduation rates (2-yr to 6-yr)	**5.5 360 students make timely progress towards graduation** 15-16, 17-18 Fall 1. Student grades indicate that they are making good progress towards graduation 2. Students who participate in communities are not on scholastic probation (probation results from less than 2.0 GPA) during their second semester	

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
[FIG]	**Promote development of effective learning habits:** FIG mentors are expected to teach students about effective learning strategies for succeeding in college including study skills, time management strategies, reading and note taking skills **Promote development of effective health and wellness strategies:** They are also expected to teach students about effective health and wellness strategies, such as nutrition, work/life, balance, and stress management **Promote awareness and use of campus resources:** Mentors are expected to introduce students to campus university resources and/or gems **Monitor student progress towards graduation:** The FIG coordinator will collect/analyze data from internal and external databases to monitor student progress towards graduation	Number and type of resources provided to FIG mentors and/or students that promote academic success and well-being Track student retention rates (enrollment in third long academic term) Track progress towards graduation (course completion and GPA) Track student graduation rates (2-yr to 6-yr)	**5.1 FIG students will develop effective learning habits** 15-16, 17-18 Fall and Spring *FIG pre-post survey* 1. **≥85%** of students will report that they learned about effective study strategies from their FIG 2. Student perceptions of academic self-efficacy beliefs will exceed a mean score of 4/5 or significantly increase (*self-efficacy scale*) 3. Student perceptions of self-regulated learning strategies will exceed a mean score of 4/5 or significantly increase (*self-regulation scale*) **5.2 FIG students will develop health/wellness strategies** 15-16, 17-18 Fall and Spring *FIG pre-post survey* 1. **≥85%** of students will indicate that they learned about health and wellness techniques 2. **≥85%** of students will indicate that they can cope well with stress or anxiety in college **5.3 FIG students will access campus resources** 15-16, 17-18 Fall and Spring *FIG pre-post survey* 1. **≥85%** of students will report an increased awareness of >3 campus resources 2. **≥85%** of students will report using >1 campus resource **5.4 FIG students will benefit from their FIG experience** 15-16, 17-18 Fall and Spring *FIG pre-post survey* 1. Student perceptions of FIG interest/value will exceed a mean score of 4/5 or significantly increase (*interest/value scale*) 2. **≥85%** of students will indicate that their FIG has helped with their transition to college life at UT	

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
			5.5 FIG students make timely progress towards graduation 15-16, 17-18 Fall 3. Student grades indicate that they are making good progress towards graduation 4. Students who participate in communities are not on scholastic probation (probation results from less than 2.0 GPA) during their second semester	

	Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)		**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
[TrIG/TYE]	**Promote development of effective learning habits:** TrIG mentors are expected to teach students about effective learning strategies for succeeding in college including study skills, time management strategies, reading and note taking skills **Promote development of effective health and wellness strategies:** They are also expected to teach students about effective health and wellness strategies, such as nutrition, work/life, balance, and stress management **Promote awareness and use of campus resources:** Mentors are expected to introduce students to campus university resources and/or gems **Monitor student progress towards graduation:** The TYE coordinator will collect/analyze data from internal and external databases to monitor student progress towards core completion and graduation **Inform students of core curriculum resources:** TYE leadership will work closely with Dean's Office staff, New Student Services (NSS), and academic advisors in the colleges and schools to coordinate and schedule core curriculum messaging with all new transfer student communications. Communication methods under consideration include emails to admitted students or those	Number and type of resources provided to TrIG mentors and/or students that promote academic success and well-being Track student retention rates (enrollment in third long academic term) Track progress towards graduation (course completion and GPA) Track student graduation rates (2-yr to 6-yr) Audit protocols and communications will be approved by FYE leadership and Dean's Office staff Number of core curriculum audits and pre-orientation emails	**5.1 Transfer students will develop effective learning habits** 15-16, 17-18 Fall and Spring *TrIG pre-post survey* 4. **≥85%** of students will report that they learned about effective study strategies from their TrIG 5. Student perceptions of academic self-efficacy beliefs will exceed a mean score of 4/5 or significantly increase (*self-efficacy scale*) 6. Student perceptions of self-regulated learning strategies will exceed a mean score of 4/5 or significantly increase (*self-regulation scale*) **5.2 Transfer students will develop health/wellness strategies** 15-16, 17-18 Fall and Spring *TrIG pre-post survey* 1. **≥85%** of students will indicate that they learned about health and wellness techniques 2. **≥85%** of students will indicate that they can cope well with stress or anxiety in college **5.3 Transfer students will access campus resources** 15-16, 17-18 Fall and Spring *TrIG pre-post survey* 1. **≥85%** of students will report an increased awareness of >3 campus resources 2. **≥85%** of students report using >1 campus resource **5.4 Transfer students will benefit from their TrIG experience** 15-16, 17-18 Fall and Spring *TrIG pre-post survey* 1. Student perceptions of TrIG interest/value will exceed a mean score of 4/5 or significantly increase (*interest/value scale*) 2. **≥85%** of students will indicate that their TrIG has helped with their transition to college life at UT		

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
	registered for orientation; online, pre-orientation modules; notification at orientation check-in for core complete students		**5.5 Transfer students make timely progress towards graduation** 15-16, 17-18 Fall and Spring 1. Student grades indicate that they are making good progress towards graduation 2. Students who participate in communities are not on scholastic probation (probation results from less than 2.0 GPA) during their second semester 3. **≥60%** of students login to view secure email message 4. **≥70%** of students indicate they found the communications useful/helpful in their course selection or used or planned to use information in their academic advising sessions 5. Students will identify the pre-orientation audit and message as helpful in understanding the core curriculum	

Appendix I

James Vick Center for Strategic Advising &
Career Counseling

2017-2018 Academic Year 1-page Dashboard Followed
by the Detailed Assessment Plan

Dean Review
January 2019

The University of Texas at Austin
School of Undergraduate Studies

STUDENT POPULATION SERVED

3, 238 unique students served

	UGS	non-UGS
Total Appointments	1,357	1,881
Academic Advising	1,376	845
Career Counseling	447	1,216
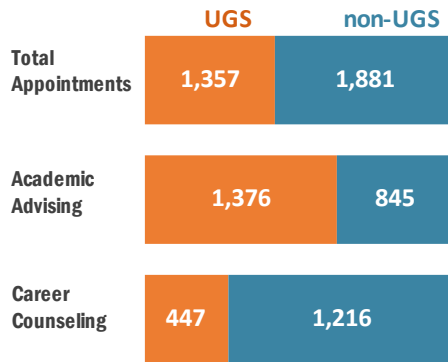
The majority of non-UGS appointments served Liberal Arts students (2,061 total non-UGS appts.)

COLA	755
CNS	605
ENG	221
COMM	165
OTHER	152
EDU	88
BUS	75
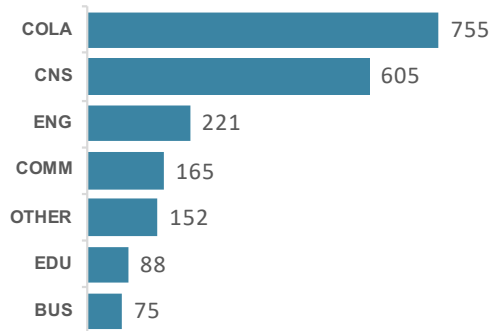
About half of Vick Center appointments were with Freshmen
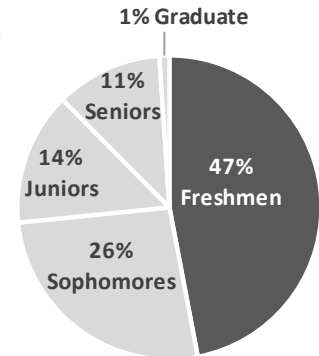
- 47% Freshmen
- 26% Sophomores
- 14% Juniors
- 11% Seniors
- 1% Graduate

SERVICES OFFERED

Provided academic advising and career counseling to support students in making informed decisions

Academic Advising **6,470** appointments, **2,221** unique students

Career Counseling **2,535** appointments, **1,663** unique students

Taught career and major exploration course for UGS students

62 UGS students in **4** sections

Facilitated workshops to help students gain self-awareness and skills

169 presentations, serving a total of **2,754** attendees

UGS FIG/DSP presentations 1,**406** attendees

Non-UGS Group presentations 1,**367** attendees

OUTCOMES

Post-appointment academic advising and career counseling surveys found...

94% students **articulated a specific action step related to their major and career exploration** after attending a career counseling appointment.

89% students were able to **articulate at least one specific major and career exploration-oriented resource** discussed in their career counseling appointment.

95% students agreed or strongly agreed with the statement, **"I believe this service would be helpful to many of my peers."**

94% students agreed or strongly agreed with the statement, **"My primary concerns were effectively addressed."**

The most helpful thing you learned from your Vick appointment was...

"I learned how to leverage my past experiences and build upon my current skills in order to conduct an effective job/internship search."

"There are many resources on the internet about choosing a career and many alumni I can get connected with to talk about different career paths"

"The counselor did a great job of listening to my needs. I felt that she was empathic throughout the session. Her suggestions took into account the various issues that I presented. She provided a variety of resources and assured me that the career center is available in the future. The session was immensely helpful."

Program Mission	We empower and support students in exploring academic and career possibilities in order to make informed decisions.
Program Description	The Vick Center for Strategic Advising and Career Counseling offers all students at the University of Texas at Austin an impartial, supportive and compassionate space to explore their major and career options. Services include internal transfer advising, career and major exploration, career assessments, resume and personal statement review, mock interviews, and core and petition advising.

Student Population Served

Appointments by Students: The Vick Center served a total of 2,221 unique current students in individual academic advising and 1,663 unique students in career counseling appointments.

Appointments by College: The Vick Center academic advisors served a total of 845 non-UGS students from 13 different colleges/schools in individual appointments. The Vick Center career counselors also served a total of 1,216 non-UGS students from 13 different colleges/schools in individual appointments.

Appointments by Class Standing: Vick Center academic advisors served 1,278 (58%) Freshmen, 566 (25%) Sophomores, 254 (11%) Juniors, and 120 (5%) Seniors. Vick Center career counselors served 548 (33%) Freshmen, 459 (28%) Sophomores, 296 (18%) Juniors, 322 (19%) Seniors, and 38 (2%) Graduate Students.

Workshop Attendees: A total of 2,754 students attended a Vick Center workshop; 1,367 (50%) were students outside of UGS and 1,406 (51%) were UGS students.

Services Offered

Provided academic advising and career counseling to support students in making informed decisions..
Academic Advising: The Vick Center offers both appointment-based and drop-in transitional advising services. These services are available to all students at the university. The academic advisors' main purpose is to help students transition into a major that aligns with the student's interests, aptitudes and career goals. They guide students through the internal transfer process and assist with course planning to ensure students remain on track during their exploration. The advisors also assist students who are experiencing academic difficulty, and provide guidance to students with core curriculum petitions.

Career Counseling: The Vick Center offers both appointment-based and drop-in career counseling. These services are available to all students at the university. The career counselors' main purpose is to guide students toward self-awareness in the areas of values, interests, personality and skills through individual counseling sessions. The knowledge gained in these areas help students make informed decisions about major, career and graduate school. The career counselors also provide personalized review and feedback of internal transfer and graduate school personal statements, and resumes for internal transfer.

Facilitated workshops to help students gain self-awareness and skills
The Vick Center provided 169 presentations to over 2,754 students in 2017-18, including 102 presentations to First-Year Interest Groups (FIGs) and 12 internally sponsored workshops. The most popular workshop topics were related to Registration (27%, 46) and the VIPSY (Values, Interests, Personality, Skills & You!) interactive card game (15%, 26).

Taught career and major exploration course for UGS students.
The Vick Center provided 4 sections of the 1 credit UGS career & major exploration course during Fall 2017 and Spring 2018, serving 62 UGS students.

Outcomes

Post-appointment academic advising and career counseling surveys found…
After every appointment, students were emailed a post-appointment survey asking about their experience at the Vick Center and what they learned.
94% (221 of 235) students articulated a specific action step related to their major and career exploration after attending a career counseling appointment.
89% (193 of 218) students were able to articulate at least one specific major and career exploration-oriented resource discussed in their career counseling appointment.
95% (306 of 321) students agreed or strongly agreed with the statement "I believe this service would be helpful to many of my peers."
94% (302 of 321) students agreed or strongly agreed with the statement "My primary concerns were effectively addressed."

Selected quotes are shown from open-ended questions that asked about the most helpful things learned and their overall impression of the center:
"I learned how to leverage my past experiences and build upon my current skills in order to conduct an effective job/internship search."
"There are many resources on the internet about choosing a career and many alumni I can get connected with to talk about different career paths."
"The counselor did a great job of listening to my needs. I felt that she was empathic throughout the session. Her suggestions took into account the various issues that I presented. She provided a variety of resources and assured me that the career center is available in the future. The session was immensely helpful."

One month after every workshop, attendees were asked to state any action steps they completed in the time after the workshop. **82% (49 of 60)** shared they completed an action step that was directly related to the workshop topic.

The University of Texas at Austin
Vick Center for Strategic Advising & Career Counseling
School of Undergraduate Studies

Mission: To provide effective, learning-centered, developmentally-based advising and career counseling to undergraduate students at the University of Texas at Austin.

	Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goals, **then** you will conduct or provide the following activities	**Evidence of Activities/Services** If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	**Expected Outcomes** If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If these benefits are achieved, **then** certain changes in groups or communities are expected to occur
1. Students explore their major and career options	Individual Advising and Career Counseling appointments Major and Career Exploration workshops Myers-Briggs and Strong Interest Inventory Assessment workshops First-year Interest Group workshops Social Media Program Outreach	• # and type of advising and counseling appoints. • # and type of students attending appoints. • # and type of workshops provided • # and type of students attending workshops • # and type of FIG workshops • # and type of program outreach initiatives • # and type of updates to Facebook, Twitter, and Instagram accounts	Students identify resources and programs to help them be a successful student Students access and use resources and programs to help them succeed in college Students connect and communicate with professors, teaching assistants, and other professionals Students communicate and develop a partnership with an assigned academic advisor and/or career counselor Students actively participate in process of major/career exploration	Students who utilized Vick services are able to make decisions about their major and/or career interests
2. Students engage in their education	Individual Advising and Career Counseling appointments First-year Interest Group workshops	• # and type of advising and career counseling appoints. • # and type of students attending appointments • # and type of FIG workshops	Students access and use resources and programs to help them succeed in college Students communicate and develop a partnership with an assigned academic advisor and career counselor Students assume responsibility for their own academic success	Students continue to use Vick resources and services to prepare for or improve success in their desired major and/or career
3. Students make timely progress towards their degree	Individual Advising and Career Counseling appointments Interactive Degree Audits UGS Student Degree Audits Major and Career Exploration workshops Orientation College Meeting	• # and type of advising and counseling appoints. • # and type of students attending appoints. • # of degree audits run • # and type of workshops provided • # and type of students attending workshops • # of students attending orientation meeting	Students communicate and develop a partnership with an assigned academic advisor and/or career counselor Students assume responsibility for their own academic success Students make progress completing core and flag requirements	The majority of UGS students successfully transfer into desired major after 3 long semesters Students that used Vick resources and services graduate in 4 years with desired major

Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goal, **then** you will conduct/provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	Expected Outcomes If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If these benefits are achieved, **then** certain changes in groups or communities should occur
1. **Students explore their major and career options**	**Individual Advising and Career Counseling Appointments:** Advisors meet with students to discuss course requirements, help students to claim course credit, and develop an academic plan for internally transferring into the college of their choice. Academic advisors also assist students who are experiencing academic difficulty or scholastic probation issues by discussing options for dropping courses, changing a class to pass/fail, and/or Q-dropping a course. Career counselors primarily assist students in finding a fulfilling major or career path through career assessments, online career resources such as Wayfinder, and providing general information about jobs and internships. Career counselors also provide assistance with graduate school planning and developing personal statements, resumes, curriculum vitae's, and mock interviews. **Major and Career Exploration Workshops** **Myers-Briggs and Strong Interest Inventory Assessment Workshops** **First-Year Interest Groups (FIGs)** **Social Media:** Managed by ULN intern, the Vick Center continuously provides information about their services and events on	Number and type of advising and career counseling appointments Number and type of students attending appointments Number and type of workshops provided Number and type of students attending workshops Number and type of FIG workshops Number and type of program outreach initiatives Number and type of updates to Facebook, Twitter, and Instagram accounts	**1.1 Students will identify resources and programs to help them be a successful student** 15-16; 18-19 1. **≥80%** A/SA with statement, "The advisor was a good source for information about campus resources." *(Student appoint. survey)* 2. **≥80%** A/SA with statement, "The counselor provided resources or suggestions for the next steps to take." *(Student appoint. survey)* 3. **≥80%** A/SA with statement, "The counselor seemed knowledgeable about major and career exploration." *(Student appoint. survey)* 4. **≥85%** A/SA that "workshop provided information relevant to their major/career exploration process." *(Workshop evaluation)* 5. **≥70%** A/SA with statement, "I'm now aware of possible next steps I can take in my career exploration and decision-making." *(Workshop evaluation)* 6. **≥90%** of UGS students will be enrolled in FIGs *(FIG Archival record)* 7. Maintain number of tweets and posts for each social media site *(Bitly technology)* **1.2 Students will access and use resources and programs to help them be a successful student** 15-16; 18-19 1. **≥80%** A/SA with statement, "As a result of this meeting, I feel more confident about my ability to carry out my academic plans." *(Student appt. survey)* 2. **≥85%** A/SA with statement, "My primary concerns were effectively addressed." *(Student appt. survey)* 3. **≥85%** of action steps will be related to workshop topic *(Workshop evaluation)* 4. **≥85%** of students will indicate they have utilized >1 resource to assist them in their major/career exploration during their first semester *(FIG post survey)* **1.3 Students will communicate and develop a partnership with an assigned academic advisor and/or career counselor** Every year *Toolkit notes*	Students who utilized Vick services are able to make decisions about their major and/or career interests

Desired Goals	Activities/Services	Evidence of Activities/Services	Expected Outcomes	Expected Long-Term Impacts

Desired Goals The following goals define your mission	Activities/Services **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	Evidence of Activities/Services **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	Expected Outcomes **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts **If** these benefits are achieved, **then** certain changes in groups or communities should occur
	Facebook, Twitter, and Instagram accounts **Program Outreach:** Marketing and advertising campaigns		1. **≥75%** UGS students meet or have contact with academic advisor and/or career counselor >2 times during each long semester 2. Maintain # of non-UGS academic advisor appoints. 3. Maintain # of non-UGS career counseling appoints. 4. Maintain # of UGS student career counseling appoints. **1.4 Students will actively participate in process of major/career exploration** Every year 1. **≥85%** of action steps will be related to workshop topic *(Workshop evaluation)* 2. **≥85%** of students will indicate they have utilized >1 resource to assist them in their major/career exploration during their first semester *(FIG post survey)* 3. **≥85%** of students will list an action step they plan to take that is related to their major/career exploration after meeting with their academic advisor or career counselor *(Student appt. survey)*	

Desired Goals The following goals define your mission	Activities/Services **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	Evidence of Activities/Services **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	Expected Outcomes **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts **If** these benefits are achieved, **then** certain changes in groups or communities should occur
2. **Students engage in their education**	**Individual Advising and Career Counseling Appointments** **First-Year Interest Groups (FIGs)**	Number and type of advising and career counseling appointments Number and type of students attending appointments Number and type of FIG workshops	**2.1 Students will access and use resources and programs to help them to be a successful student** 17-18 1. **≥85%** UGS students on scholastic probation will meet with a Vick Center staff person at least two times during their semester on scholastic probation. *(Toolkit)* 2. **≥85%** of UGS students on scholastic probation will earn an A grade in Fundamentals, a required scholastic probation course. *(Toolkit)* **2.2 Students will communicate and develop a partnership with an assigned academic advisor and career counselor** Every year *Student appointment survey* 1. **≥85%** A/SA with statement, "The counselor created a safe environment for me to discuss my feelings and concerns." 2. **≥85%** A/SA with statement, "I believe this service would be helpful to many of my peers." 3. **≥85%** A/SA with statement, "The counselor listened attentively to my concerns." 4. **≥80%** A/SA with statement, "The advisor listened closely to my concerns and questions, whether they were academic, professional, or personal."	Students continue to use Vick resources and services to prepare for *or* improve success in their desired major and/or career

	Your Planned Work			
Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If these benefits are achieved, **then** certain changes in groups or communities should occur
3. Students make timely progress towards their degree	**Individual Advising and Career Counseling Appointments** **Interactive Degree Audit Usage** **Major and Career Exploration Workshops** **Orientation College Meeting** **UGS Student Degree Audit**	Number and type of advising and career counseling appointments Number and type of students attending appointments Number of degree audits run by students Number and type of workshops provided Number and type of students attending workshops Number of students attending orientation college meeting	**3.1 Students will communicate and develop a partnership with an assigned academic advisor and/or career counselor** Every year *Student appointment survey* 1. **≥90%** UGS students will meet with academic advisor by course registration deadline to ensure timely registration 2. **≥85%** A/SA with statement, "The advisor provided me with accurate information regarding degree requirements (e.g., number of credits, core requirements, department requirements, internal transfer requirements, etc.) **3.2 Students will make progress completing core and flag requirements** 16-17 1. **≥90%** of students will obtain >80% on their worksheet during orientation *(Student evaluation)* 2. **≥70%** of UGS students will complete **>3** core courses during first year in UGS *(Archival record: degree audit)* 3. **≥60%** of UGS students will complete **>1** skills and experience flag during first year in UGS *(Archival record: degree audit)*	The majority of UGS students successfully transfer into desired major after 3 long semesters Students that used Vick resources and services graduate in 4 years with desired major (need to define)

Method Definitions:

Student appointment survey: After completing an individual academic advising or career counseling appointment, students are emailed a survey to assess their satisfaction with the appointment

Workshop evaluations: Students are asked to provide feedback (e.g., Likert scale and open-ended) about their experience at the end of Vick workshops (e.g., Major and Career Exploration workshops and Myers-Briggs and Strong Inventory Assessment Workshops)

Student evaluation: Students will complete a worksheet during their orientation college meeting assessing their knowledge of the core curriculum. Their assigned advisor will review the worksheets during orientation.

Appendix I

Discovery Scholars Success Program

2017-2018 Academic Year 1-page Dashboard Followed by the Detailed Assessment Plan

Dean Review
January 2019

Discovery Scholars Program
2017 - 2018 Report

STUDENT POPULATION

1st Gen to Attend College

100%

DSP
51%

UT
22%

50%

0%
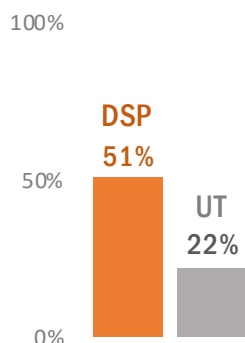
Source: Student Programs Database (SPD)

Ethnicity

Hispanic
46% DSP
25% UT

White
27%
40%

Asian
14%
22%

Black
8%
5%

Average SAT scores

DSP
1103

UT
1308

1500

1000

500

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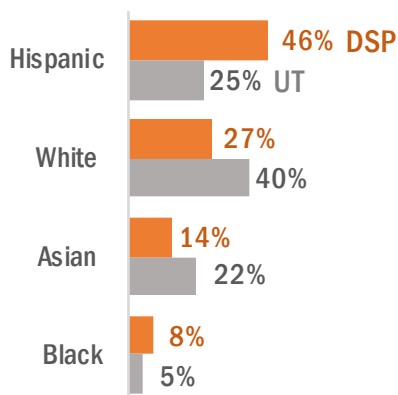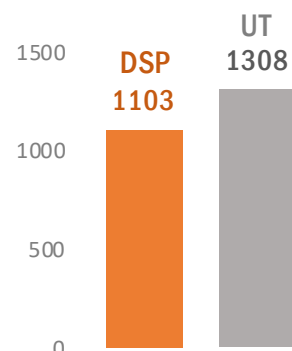
SERVICES OFFERED

Provided mentoring and advising to DSP students

333 incoming freshmen served in 17-18

750 DSP coach appointments

Provided leadership and professional development opportunities for DSP student leaders

19 trained DSP FIG mentors

Provided small-group learning communities

333 DSP students enrolled in **19** FIGs

14 Major/Interest Group (MIG) for first-year students to network with upperclassmen.

8 Spring Seminar sessions for second semester students to engage with their peers.

OUTCOMES

1st year GPA
(2013 vs. 2018)
2.69 **+13%** **3.03**

1st to 2nd year
Retention
(2013 vs. 2018)
91% **+1%** **92%**

Predicted vs. Actual
1st year GPA
2.99   3.03

Predicted   Actual
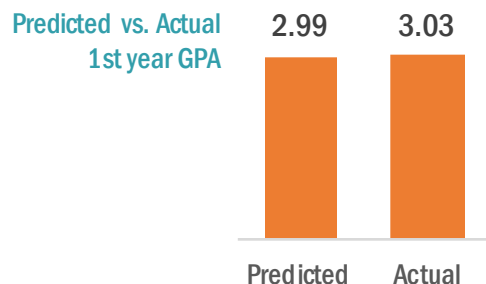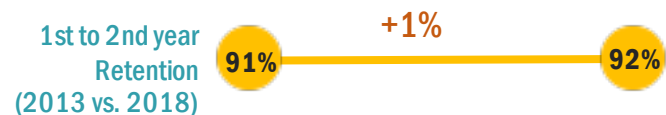
75% of Fall 2017 DSP FIG survey respondents agreed/strongly agreed that their FIG **helped them transition to college life at UT Austin.** (n = 154)

74% of Fall 2017 DSP FIG survey respondents agreed/strongly agreed that their FIG **helped them feel better connected to the UT community.** (n = 156)

When asked what was the most valuable part of their FIG experience, one DSP student quoted, *... "Having a small community that I feel comfortable with and it allows me to make friends that I greatly appreciate."*

The University of Texas at Austin
Discovery Scholars Program
School of Undergraduate Studies

Mission: The mission of the Discovery Scholars Program is to provide support for college transitions and encourage responsibility for students' individual educational journeys. During their time in the program, Discovery Scholars will acquire skills to help them to succeed in both their majors and in life after UT Austin.

	Planned Work		Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goals, **then** you will conduct or provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities are expected to occur
1. Enhance DSP student development of knowledge, skills, mindsets, and support networks necessary for academic success	Provide DSP social events Facilitate Small Group Learning Communities (FIGs and MIGs) DSP Support Team provides mentoring/advising to students Facilitate staff professional development and team meetings	# and type of DSP events provided # of students and faculty that attend DSP events # and type of DSP support team appointments with first-year DSP students and beyond Student action plans form DSP Support Team meetings	Students engage in and benefit from DSP events Students feel supported by DSP and UT community Students gain experiences and perspectives necessary for college success	DSP graduates attribute post-graduate success and well-being to DSP initiatives DSP graduates stay socially connected to DSP community
2. Enhance DSP student leaders' development of marketable professional skills	Facilitate training through FIG office to build DSP mentors' professional knowledge and skills Provide bi-weekly trainings to DSP student leaders Disseminate ongoing newsletters to student leaders Provide trainings to DSP small group leaders	# of student leaders who receive training # of student leaders enrolled in UGS 104	DSP student leaders develop professional skills	DSP small group leaders continue to apply professional skills throughout college and beyond
3. Enhance DSP student success as they progress at UT	Disseminate information about DSP events and requirements Coordinate with campus departments regarding student course enrollment needs	# and type of DSP program outreach initiatives	Students successfully progress at UT	DSP students make timely progress towards graduation DSP students attain marketable skills DSP graduates are self-sufficient and civically engaged individuals

The University of Texas at Austin
Discovery Scholars Program
School of Undergraduate Studies

Mission: The mission of the Discovery Scholars Program is to provide support for college transitions and encourage responsibility for students' individual educational journeys. During their time in the program, Discovery Scholars will acquire skills to help them to succeed in both their majors and in life after UT Austin.

	Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
1. Enhance student development of knowledge, skills, mindsets, and support networks necessary for academic success	**Provide DSP Social Events:** Provide range of events to connect students with campus resources, peers, and faculty (e.g., DSP FIG seminars, DSP New Student Orientation, DSP Evening Programs, Coffee with the Coaches, and Seminar Group Events) **Facilitate Small Group Learning Communities:** DSP First-year Interest Group (FIG) mentors encourage students to engage in activities that promote use of campus resources and strategies for succeeding in college; Major Interest Group (MIG) mentors provide first-year students with opportunities to connect and network with other students with similar interests and with upperclassmen student leaders who have successfully internally transferred to various majors on campus **DSP Support Team provides mentoring/advising to students:** Provide expert guidance to students through one-one-one support from a DSP Coach, Sanger Learning Specialist, Vick Academic Advisor, and Vick Career Counselor **Facilitate staff professional development and team meetings:** Engage in staff professional development and team meetings to strengthen effectiveness of DSP support team in meeting student needs	Number and type of DSP events provided Number of students and faculty that attend DSP events Number and type of DSP support team appointments with first-year DSP students and beyond	**1.1 Students engage in and benefit from DSP events** 15-16, 17-18 Fall and Spring 1. Track attendance at DSP events (attendance tracking system) 2. **≥85%** rate FIG and Spring seminars as Beneficial/Very Beneficial *(FIG post survey and Spring survey)* **1.2 Students feel supported by DSP and UT community** 15-16, 17-18 Fall and Spring 1. **≥90%** A/SA **FIG peer mentor** a) was easy to approach when they needed help or had concerns, b) presented information effectively, and c) would recommend again *(FIG post survey)* 2. **≥90%** A/SA **DSP coach** a) addressed questions/concerns, b) was courteous and professional, and c) felt comfortable talking with coach *(Waitlist Survey)* 3. **≥85%** A/SA **DSP Program** communicated effectively so they understood expectations *(FIG post survey and Spring survey)* 4. **≥85%** A/SA they feel connected to **other DSP students** *(FIG pre-post survey)* 5. **≥85%** A/SA they feel comfortable **approaching faculty** *(FIG pre-post survey)* **1.3 Students gain experiences and perspectives necessary for college success** 15-16, 17-18 Fall and Spring 1. **≥85%** A/SA with quality of DSP services 2. **≥85%** A/SA they gained awareness of campus resources 3. **≥4 of 5** mean score on student success measures including belonging, motivation, self-efficacy, self-regulation, and transition to UT *(FIG pre-post survey*	DSP graduates attribute post-graduate success and well-being to DSP initiatives DSP graduates stay socially connected to DSP community

| 2. Enhance student leader development of marketable professional skills | **Facilitate training through FIG office to build DSP mentors' professional knowledge and skills:** FIG/Spring Seminar mentors receive 8-week training in January through March. Topics include: (mid-late January) through 1-hour credit class (UGS 104) on the following topics:
• Specific mentoring skills and abilities related to their role as a peer mentor
• Student development theory
• Group management strategies
• Classroom dynamics
• Cultural diversity
• How to communicate with students in this generation
• Requirements of FIG program policies; requirements of job
• Presentation skills

Provide bi-weekly trainings to DSP mentors through DSP office: DSP mentors receive additional training through DSP office to complement FIG training and serve as a refresher throughout the year. Trainings are held bi-weekly in the fall and monthly in the spring. Topics include:
• DSP services and requirements for students
• Public speaking
• Stress management
• Facilitation
• Engagement and motivation

Disseminate ongoing newsletters to small group leaders: News items include information about campus events, ideas for getting students involved on campus

DSP mentors become CRLA certified starting in August 2016

Provide trainings to DSP small group leaders through DSP office: DSP small group leaders are equipped to share their internal transfer experience from UGS to their chosen majors. Topics include: | Number of small group leaders who receive training

Number of FIG mentors enrolled in UGS 104

Number of small group leaders working with MIGs | **2.1 DSP student leaders develop professional skills**
16-17, 18-19 Fall and Spring
1. **≥90%** of student leaders A/SA that DSP trainings improved their communication skills, small group facilitation skills, and ability to meet student needs *(Student educator survey)*
2. **≥80%** of student leaders receive at least 25 of 30 score on final writing assignment, indicating that they understand training material *(FYE Final writing assignment rubric)* | DSP small group leaders continue to apply professional skills throughout college and beyond |

	• Articulating their personal stories • Academic support resources • Campus involvement opportunities • Internal transfer general information			
3. Enhance student success as they progress at UT	**Disseminate information about DSP events and requirements:** Continue to communicate information about upcoming events, campus resources, deadlines, DSP requirements, and graduation requirements to DSP students through email and DSP website **Coordinate with campus departments regarding student course enrollment needs:** DSP students have the opportunity to enroll in DSP only courses that have smaller sections; Seats are also reserved for students in popular courses	Number and type of DSP program outreach initiatives	**3.1 Students successfully progress at UT** 16-17, 18-19 Fall and Spring 1. **100%** successfully transfer to college/major in first 2-years at UT *(VCAT/DSAT)* 2. **≥90%** attribute academic success to DSP services *(DSP FIG Survey)* 3. Track student engagement in DSP, Sanger, and Vick services, in addition to other campus organizations 4. Track GPA, QDF, scholastic probation rates *(Sanger/Vick data)* 5. Track retention and graduation rates	DSP students make timely progress towards graduation (TBD) DSP students attain marketable skills (TBD) DSP graduates are self-sufficient and civically engaged individuals (TBD)

Appendix I

Sanger Learning Center

2017-2018 Academic Year 1-page Dashboard Followed by the Detailed Assessment Plan

Dean Review
January 2019

The University of Texas at Austin
School of Undergraduate Studies

STUDENT POPULATION SERVED

11,388 unique students served

532 student educators

54% of Fall 2017 incoming Freshmen participated in Sanger services.

28% of the entire undergraduate student body.

The majority of students who use SLC services come from the four largest colleges at UT and from our home college.

- CNS **35%**
- COLA **23%**
- BUS **19%**
- ENG **15%**
- UGS **8%**

(0% 20% 40% 60% 80% 100%)
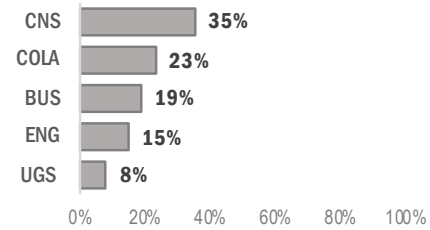
SERVICES OFFERED

Provided 93,601 academic support hours

Course Specific Content

Appointment Tutoring 12,100 hrs.

Drop-In Tutoring 17,241 hrs.

PLUS 17,400 hrs.

Math Refreshers & Reviews 5,527 hrs.

Individualized

Learning Specialists 1,237 hrs.

Peer Academic Coaching 1,072 hrs.

Public Speaking Center 272 hrs.

+ 79% increase in PSC consultation hours since 16-17

Supplemental Instruction 36,109 hrs.

Group Instruction

Workshops 2,643 hrs.

General Study Skills

OUTCOMES

Appointment Tutoring

When SLC piloted unlimited free tutoring in Spring 2018, **completed student appointments increased by 36%.**

- Spring 2017 **4,428**
- Spring 2018 **6,041**

(0 2,000 4,000 6,000 8,000)
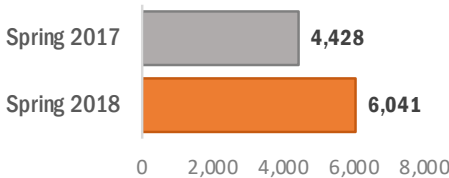
90% of students surveyed indicated that their tutor *"demonstrated a clear understanding of the course material."* (n = 569)

Supplemental Instruction

After controlling for gender, race, parents' education level, parents' income and SAT score, ECON 304 students who attended SI regularly averaged 0.34 points higher on their end of semester course grade compared to those who did not attend SI. ($p < 0.05$, n = 1,178)

Comparison of median course GPA

- Did not Attend SI **2.68**
- Attended SI **3.02**

Public Speaking Center

Average pre-post survey results showed that students **increased their public speaking confidence as a result of using the PSC.**

(Right now, I would give my public speaking confidence the following score: 1 = very poor to 10 = excellent)

- Pre **5.7**
- Post **8.0**

(0 5 10)
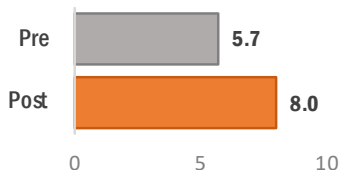
98% of students surveyed agreed that, they *"would recommend this program to others."* (n = 113)
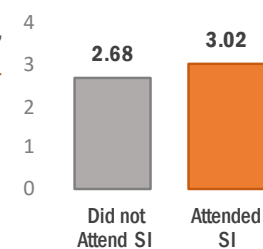
Peer-Led Undergraduate Studying (PLUS)

After controlling for gender, race, parents' education level, parents' income and SAT score, students who attended PLUS regularly averaged 0.25 points higher on their end of semester course grade compared to those who did not attend PLUS. ($p < 0.01$, n = 961)

Comparison of median course GPA

- Did not Attend PLUS **3.27**
- Attended PLUS **3.52**

The University of Texas at Austin
Sanger Learning Center
School of Undergraduate Studies
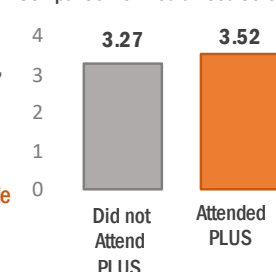
Mission: The Sanger Learning Center (SLC) is a university-wide learning resource dedicated to students' mastery of course content and development of transferable academic and professional skills.

	Your Planned Work			**Your Intended Results**	
Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goals, **then** you will conduct or provide the following activities	**Evidence of Activities/Services** If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)		**Expected Outcomes** If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If these benefits are achieved, **then** certain changes in groups or communities are expected to occur
1. SLC will monitor and adapt to UT students' changing academic support needs	Monitor visitation trends

Provide on-demand services

Program outreach initiatives | • # and type of students using SLC services
• # and type of requests
• # and type of SLC services provided
• # and type of students that used SLC services | | Students who are representative of the university population use SLC services

Students are satisfied with SLC services | Continued use of SLC services from representative university population |
| 2. SLC student educators will develop professional skills | Train student educators

Program development and assessment initiatives

Facilitate and encourage student educators to attend internal and external workshops

Signature Course TA Support | • # of student educators trained
• Report of center-wide processes and standards
• # of workshops provided
• # of student educators that attended workshops
• # and type of SC TA support | | Student educators develop generalized, work-related professional skills

Undergraduate student educators will develop program-specific skills

Graduate student educators use fundamental teaching skills | Student educators continue to apply professional skills throughout college and beyond |
| 3. Students' mastery of course content will improve as a result of SLC services | **Sanger services:**
• Tutoring services
• Math Classes
• Supplemental Instruction (SI)
• Peer-Led Undergraduate Studying (PLUS)
• DSP Weekly Calculus Review | • # of content support services offered
• # of students that attended content support services | | Students report gains in understanding course content

Students demonstrate gains in understanding course content | Students attribute success in related courses to SLC services |
| 4. Students will develop effective learning strategies as a result of SLC services | **Sanger services:**
• Peer Academic Coaching
• Learning Specialist Appts.
• DSP Appts.
• FIG Presentations
• Workshops/Outreach
• U-Transform Workshop
• Public Speaking Center
• Tutoring Services, SI, PLUS | • # of teaching/learning support services offered
• # of students that attended teaching/learning support services | | Students report using or intending to use new learning skills

Students report increased confidence in their ability to new use learning skills | |

	Desired Goals The following goals define your mission	Activities/Services **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	Evidence of Activities/Services **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	Expected Outcomes **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts **If** these benefits are achieved, **then** certain changes in groups or communities should occur
	Your Planned Work			**Your Intended Results**	
1.	**SLC will monitor and adapt to UT students' changing academic support needs**	**Monitor visitation trends:** Identify student visitation trends and requests **Provide on demand services:** Provide services based on student visitation trends and requests. Sanger will also expand, contract, or create new programs to meet student needs based on trends and student feedback **Program outreach initiatives:** Communicate and advertise SLC services to UT community	Number and type of students using SLC services and type of requests Number and type of SLC services provided Track requests for new or additional services (MYUGS) Number and type of students that used SLC services	**1.1 Students who are representative of the university population use SLC services** 15-16; 17-18 1. The rate at which students utilize the SLC will be consistent with the total number of undergraduate students (*Survey about awareness of SLC and support needs*) 2. Student participants and student educators will reflect the demographic background and gender diversity of the general student population (*Track student demographics*)	Continued use of SLC services from representative university population

		Your Planned Work		Your Intended Results	
	Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If these benefits are achieved, **then** certain changes in groups or communities should occur
2.	**SLC student educators will develop fundamental teaching and/or professional skills**	**Train student educators:** SLC supervisors will train new undergraduate Supplemental Instruction Leaders, Outreach Assistants, Peer Academic Coaches, Tutors, Student Speech Consultants, Undergraduate Assistants, and Peer-Led Undergraduate Studying (PLUS) Peer Coordinators. All undergraduate student educators will be required to attend training before assuming an active program role **Program development initiatives:** -SLC staff will develop center-wide professional development model so that student educators are able to identify areas of professional development growth (NOTE: the PD model that the PD committee developed) **-**Each SLC program will develop training protocols specific to their programs' goals and desired outcomes (appointment tutoring, drop-in tutoring, Peer Academic Coaching, Peer-Led Undergraduate Studying, Outreach, Public Speaking Center) **Program assessment initiatives:** -SLC staff will develop pre/post workshop questionnaire to assist student educators in measuring their personal growth areas (NOTE: survey by the Assessment Committee, based on the PD model mentioned above) **-**Each SLC program will implement a process by which undergraduate student educators and program staff can evaluate training efficacies **Facilitate and encourage student educators to attend internal and external workshops**:	Number of student educators trained Report of center-wide student educator professional skills, performance standards, assessment measures, curriculum and PD protocols Number of internal and external student educator workshops Number of student educators that attended internal and external workshops Number and type of Signature Course TA cohort support	**2.1 Student educators develop generalized, work-related professional skills** 16-17 1. **≥25%** of student educators will attend generalized training events *(Track training/workshop event attendance)* 2. **100%** of student educators reporting workshop attendance will complete a pre/post workshop questionnaire *(Post workshop questionnaire)* 3. **≥75%** of student educators completing workshop questionnaire will demonstrate increased understanding of the workshop-related professional development skill *(End of workshop assessment)* 18-19 4. All student educators who attend workshops will answer **≥90%** of post-workshop questions correctly or demonstrate understanding through workshop reflection (*End of workshop assessment)* 5. All student educators will demonstrate understanding and value of professional skills (*Professional skills portfolio*) **2.2 Undergraduate student educators will develop program-specific skills** 15-16; 17-18 1. **100%** of undergraduate student educators will attend pre-service training *(Track training attendance)* 2. **100%** of undergraduate student educators will complete their program's assessment process in their first semester of SLC employment *(program-specific assessment procedures)*	Student educators continue to apply teaching and/or professional skills throughout college and beyond

	Your Planned Work			**Your Intended Results**	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
	SLC staff will encourage student educators to attend training workshops/events through notification to student staff of professional development events (e.g., SEED workshops) **Signature Course TA Cohort Support:** A 5-week training that teaches TA's fundamental skills used to support student learning.		**2.3 Graduate student educators use fundamental teaching skills** 15-16; 17-18 1. **100%** of graduate student educators will attend pre-service training, excluding Signature Course TA's *(Track training attendance)* 2. **100%** of graduate student educators will complete their program's assessment process in their first semester of SLC employment, excluding Signature Course TA's *(program-specific assessment procedures)* 3. Pre-post data are collected	

		Your Planned Work		Your Intended Results	
	Desired Goals	**Activities/Services**	**Evidence of Activities/Services**	**Expected Outcomes**	**Expected Long-Term Impacts**
	The following goals define your mission	**If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**If** these benefits are achieved, **then** certain changes in groups or communities should occur
3.	**Students' mastery of course content will improve as a result of SLC services**	**Tutoring Services:** *Appointment Tutoring:* one-to-one course content support led by peers. *Drop-In Tutoring:* course content support led by peers for lower division Chemistry, Math, and Physics. **Math classes:** *Mathematics Refresher Class:* Helps students solidify prerequisite material at beginning of their calculus courses. *Mathematics Exam Review Classes:* Assists students in preparing for each of their three regular course exams. *Mathematics Final Exam Review Class:* Assists students in preparing for their course final exam. *DSP Weekly Calculus Review:* Weekly one-hour meetings with Discovery Scholars Students enrolled in M408K or M408L. **Supplemental Instruction (SI):** Weekly discussion sections led by undergraduate (ECO) and graduate-level instructors that cover historically difficult large-format courses. Students master course content while strengthening learning and analytical skills. **Peer-Led Undergraduate Studying (PLUS):** Class-specific, weekly study groups for historically difficult courses.	Number of content support services offered Number of students that attended content support services	**3.1 Students report gains in understanding course content** 16-17; 18-19 1. **≥95%** of survey respondents A/SA that they met objectives from Tutoring, Math Classes, SI and PLUS. Benchmarks will be set according to the Likert scale used in each survey (*Survey gauging impact of content support in 16-17*) 2. There will be a positive correlation between attendance and class grades (*Attendance-Grade Assessment from 15-16 data*) **3.2 Students demonstrate gains in understanding course content** 16-17; 18-19 1. For programs calculating such measures (SI and PLUS), there will be a positive correlation between attendance and class grades (*Attendance-Grade Assessment from 15-16 data*)	Students continue to pass their subsequent courses in similar subject area

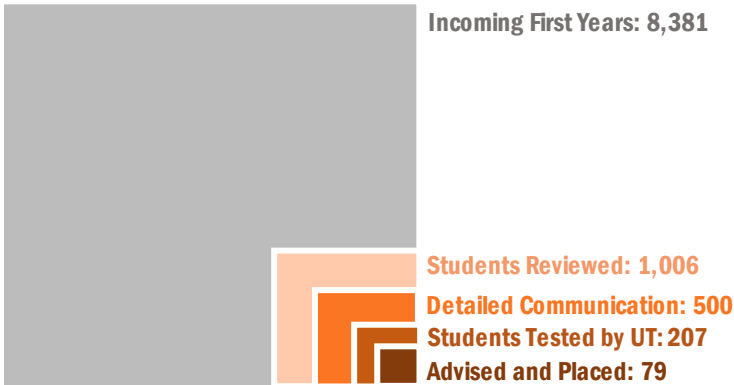|	Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If these benefits are achieved, **then** certain changes in groups or communities should occur
4. **Students will develop effective learning strategies as a result of SLC services**	**Peer Academic Coaching:** one-to-one tutoring session led by peers, focusing on learning effective study skills. **Learning Specialist Appointments:** one-to-one tutoring session led by professional staff, focusing on learning effective study skills. Mandatory for students on probation. **DSP Appointments/FIG Presentations**: Learning specialists meet one-on-one with Discovery Scholars Students and also present in FIG meetings. **Workshops and Outreach:** On-demand workshops/classes delivered for FIGs and Mandatory study skills sessions during orientation. **U-Transform Workshop:** one-hour workshop delivered to all incoming transfer and first-year students, emphasizing the transition to college learning. **Public Speaking Center:** Individual or group consultation services led by trained student speech educators for students working on communication assignments. **Tutoring Services, Supplemental Instruction (SI), and Peer-Led Undergraduate Studying (PLUS):** (see above)	Number of learning support services offered Number of students that attended learning support services	**4.1 Students report using or intending to use new learning skills** 15-16; 17-18 1. Benchmark TBD 15-16. (*Immediate Post-Workshop Survey*) 2. Benchmark TBD 15-16. (*Prolonged Post-Workshop Survey*) **4.2 Students report increased confidence in their ability to use new learning skills** 15-16; 17-18 1. **≥90%** of students report an increase in learning skills capability. (*Comparison of Pre and Post Self-Rating Tests*) 2. **≥80%** of students report increased confidence in their ability to use new learning skills. (*Comparison of Pre and Post Self-Assessment of Public Speech Confidence Tests*) 3. Responses will indicate a favorable interaction with learning specialist and use of learning skills (*DSP Annual Survey*) 4. Responses to the question "What was the most valuable part of Orientation?" will reference the U-Transform Workshop (*New Student Services Annual survey*)	Students continue to use their effective learning strategies in subsequent courses.

Appendix I

Texas Success Initiative

2017-2018 Academic Year 1-page Dashboard Followed by the Detailed Assessment Plan

Dean Review
January 2019

The University of Texas at Austin
School of Undergraduate Studies

STUDENT POPULATION SERVED

Incoming First Years: 8,381

Students Reviewed: 1,006
Detailed Communication: 500
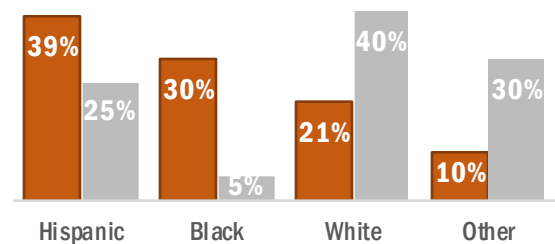Students Tested by UT: 207
Advised and Placed: 79

63% of TSI students came from families with incomes less than $60K/year compared with XX% of all UT students

Over half of TSI students were from Liberal Arts and Communication.

Liberal Arts	25
Communication	17
Education	15
Fine Arts	15
Undergraduate Studies	6
Social Work	1
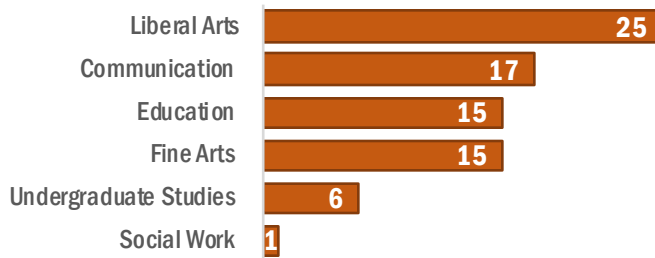
The majority of TSI students were Hispanic.

	TSI	UT
Hispanic	39%	25%
Black	30%	5%
White	21%	40%
Other	10%	30%

SERVICES OFFERED

79 students received holistic, in-person advising from the TSI Office.

Enrollment by class type

	Semester-long	Co-requisite
Math	44	24
Reading/Writing	11	11
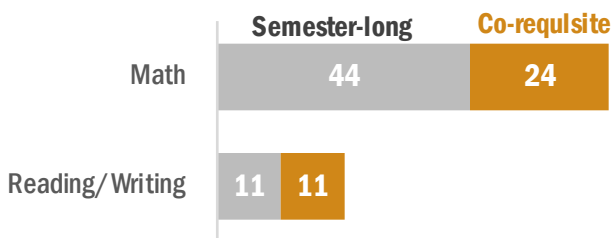
Students who registered and tested before orientation increased by 51% since 16-17.

Before	During
366	40
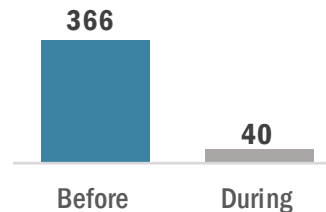
OUTCOMES

100% of TSI students who took reading/writing co-requisite courses earned credit in their first semester.

96% of students who took math co-requisites earned credit their first semester.

Average Course GPA

M 302	RHE 306	SDS 301	SDS 302
3.12	2.96	2.29	1.73
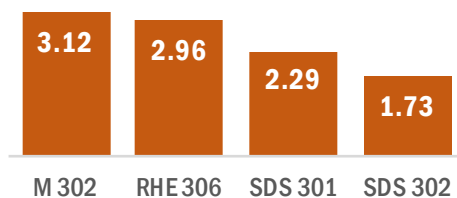
More UT Austin TSI students are completing their Math and English gateway courses in their first year compared to FTIC students in other Texas research universities.

85% of all UT Austin TSI students who complete their developmental sequence completed both Math and English gateway courses in their first year.
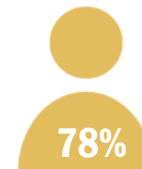
78% of all FTIC students in Texas research universities completed both Math and English gateway courses in their first year. *(source: Complete College America)*

The University of Texas at Austin
Texas Success Initiative
School of Undergraduate Studies

Mission: The mission of the Texas Success Initiative (TSI) is to ensure that all students admitted to UT Austin meet the state of Texas college readiness requirements in Reading, Writing and Math, and provide the means for those students who don't to develop the skills necessary for academic success.

	Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** If you want to accomplish your desired goals, **then** you will conduct or provide the following activities	**Evidence of Activities/Services** If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	**Expected Outcomes** If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** If these benefits are achieved, **then** certain changes in groups or communities are expected to occur
1. Enhance process in which students are notified and registered for TSI assessment	Communicate with students regarding TSI testing requirements Coordinate with internal and external stakeholders regarding timing of TSI test	• # and type of student outreach initiatives • # and type of stakeholder outreach initiatives • Notes from stakeholder meetings to report on progress	Streamline communication process for TSI testing and submission of documents Increase percentage of students who complete the TSI assessment remotely and online	Efficient structures in place that promote coordinated and effective completion of student TSI testing requirements
2. Provide support to affiliated campus advisors and TSI faculty to meet student needs	Work with affiliated campus advisors to maintain awareness of TSI requirements and course enrollment needs Work with TSI faculty to identify and implement best practices for teaching and learning	• # and type of campus advisor outreach initiatives • # and type of faculty outreach initiatives • Notes from meetings regarding advisor/faculty questions or feedback to improve future TSI initiatives	Campus advisor awareness of TSI requirements will be maintained to ensure proper advising of TSI students across campus TSI faculty will have access to support and resources in their field	Strengthened and sustained partnerships with campus advisors and TSI faculty that foster student success
3. Enhance student success in required TSI courses and beyond	Utilize a holistic course placement process Coordinate with campus departments regarding student course enrollment needs Remind students about TSI requirements Provide quality TSI curriculum and instruction Align TSI and subsequent course curriculum	• Track number of students placed in TSI courses based on holistic review process • Generate placement sheets for each student • Document FAC feedback and decisions regarding changes to TSI curriculum • Curriculum map of TSI and subsequent course objectives	The number of students enrolled in credit-bearing courses for next long semester will be increased compared to previous years Students in NCBO or semester long TSI courses will pass their paired credit-bearing or subsequent courses TSI students attain social and academic skills and experiences necessary for college success Increase percentage of students in NCBOs based on House Bill 2223	TSI students make timely progress towards graduation (TBD) TSI students attain marketable skills (TBD) TSI graduates are self-sufficient and civically engaged individuals (TBD)

			Your Planned Work		Your Intended Results	

Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goal, **then** you will conduct/provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	Expected Outcomes If you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If these benefits are achieved, **then** certain changes in groups or communities should occur
1. **Enhance process in which students are notified and registered for TSI assessment**	**Communicate with students regarding TSI testing requirements:** TSI leadership maintain ongoing communication with students about the TSI Pre-Assessment Activity (PAA), remote testing sites, testing vouchers, retrieval of test scores, and notification of TSI bars on UT MyStatus page **Coordinate with internal and external stakeholders regarding timing of TSI test:** TSI leadership maintain ongoing communication with UT Testing Services, UT Athletics, high school counselors, and the Texas Education Agency (TEA)	Number and type of student outreach initiatives Number and type of internal and external stakeholder outreach initiatives Notes from stakeholder meetings to report on progress Number of students who tested before and during orientation	**1.1 Streamline communication process for TSI testing and submission of documents (**Assessment year and targets TBD) **1.2 Increase the percentage of students who complete the TSI assessment remotely and online** 15-16; 17-18 1. **≥90%** of students complete TSI test before Orientation	Efficient structures in place that promote coordinated and effective completion of student TSI testing requirements

		Your Planned Work		Your Intended Results	
	Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
2.	**Provide support to affiliated campus advisors and TSI faculty to meet student needs**	**Work with affiliated campus advisors to maintain awareness of TSI requirements and course enrollment needs:** TSI leadership attend annual ACA meeting and meet with new UGS advisors to share TSI updates and gain feedback; Send list of students with TSI bars per college to advisors; ensure there are no advising schedule conflicts; Maintain updated Toolkit notes **Work with TSI faculty to identify and implement best practices for teaching and learning:** TSI leadership facilitate and update TSI faculty about professional development opportunities; Provide ongoing check-ins and teaching materials as needed **Perform Faculty Observations:** TSI Director observes each TSI instructor in the Fall semester and completes an observation report **Provide TSI students with opportunity to give feedback:** each semester, TSI leadership will administer a Mid-Semester Survey to TSI students to learn more about their experiences and needs in TSI courses	List of TSI students sent to college advisors Number and type of campus advisor outreach initiatives Number and type of faculty outreach initiatives Notes from meetings regarding advisor/faculty questions or feedback to improve future TSI initiatives Instructors are provided with their observation report and are given the opportunity to have a debriefing meeting with the TSI Director	**2.1 Campus advisor awareness of TSI requirements will be maintained to ensure proper advising of TSI students across campus** 15-16; 17-18 1. **100%** of advisor Toolkit notes are updated (*Toolkit notes*) **2.2 TSI faculty will have access to support and resources in their field** 15-16; 17-18 1. **100%** of TSI faculty feel supported to teach TSI courses indicated by responses to reflection questions including: To what extent did you feel supported/prepared to teach TSI courses (TBD), How can TSI better support your efforts in the classroom? If there are professional development areas, classroom or advising resources for students, or other professional support measures that would help you, please let us know (*Faculty reflection survey*) 2. Of the TSI faculty who attend TSI Summer workshop, 90% indicate that they gained knowledge/awareness of teaching/learning practices in TSI courses (*Faculty reflection survey*) 3. Maintain TSI faculty stability (*Track faculty retention rate*)	Strengthened and sustained partnerships with campus advisors and TSI faculty that foster student success

	Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
3. **Enhance student success in required TSI courses and beyond**	**Utilize a holistic course placement process:** Students are placed into TSI courses based on pre-survey data, discussions with TSI advisor, and alignment with student degree plans **Coordinate with campus departments regarding student course enrollment needs:** Reserve seats for TSI students in Math, RHE, and HIS courses; Check TSI student schedules to make sure students are enrolled in proper courses **Remind students about TSI requirements:** TSI advisor attends TSI courses during registration periods to remind students of subsequent course requirements and emails using iModules to students during advising periods to remind them of subsequent course requirements **Provide quality TSI curriculum and instruction:** Incorporate Faculty Advisory Committee (FAC) feedback into curriculum; Promote a supportive, mastery-oriented learning environment in TSI courses **Align TSI and subsequent course curriculum:** Work with campus departments to develop curriculum mapping of TSI courses and subsequent credit-bearing courses	Track number of students placed in TSI courses based on holistic review process Generate placement sheets for each student Document FAC feedback and decisions regarding changes to TSI curriculum Curriculum map of TSI and subsequent course objectives Track number of students enrolled by class type Collect demographic information to understand student needs	**3.1 The number of students enrolled in credit-bearing courses for next long semester will be increased compared to previous years** 16-17; 18-19 1. **100%** of TSI students register for required, subsequent credit-bearing course(s) 2. **≥90%** of TSI students complete required courses in long semester after TSI course (98% by 17-18) **3.2 Students in NCBO or semester-long TSI courses will pass their paired credit-bearing or subsequent courses** 16-17; 18-19 1. **≥90%** of students in semester-long TSI courses and NCBO courses pass RHE 306 and **≥85%** pass M302/SDS 302 2. TSI students demonstrate comparable to better reading, writing, and math scores compared to non-TSI students (with similar characteristics) in subsequent coursework *(Track course grades)* **3.3 TSI students attain social and academic skills and experiences necessary for college success** *(Targets TBD)* 16-17; 18-19 1. TSI course quality (autonomy support, civic engagement activities, etc.) *(student survey)* 2. Level of engagement (in and out of classroom, TSI events, campus resources and organizations) 3. Academic self-efficacy, coping with stress/anxiety, resiliency, self-regulation, mindset/effort, intrinsic motivation, belonging, major/career goal setting *(student survey)* 4. Track student retention and graduation rates **1.3 Increase percentage of students in NCBOs based on House Bill 2223. (**Assessment year and targets TBD)	TSI students make timely progress towards graduation (TBD) TSI students attain marketable skills (TBD) TSI graduates are self-sufficient and civically engaged individuals (TBD)

Holistic Review Process:
TSI leadership meet during Orientation to assess student non-cognitive factors, consult self-efficacy scores from Pre-Assessment activity, assess student academic characteristics, refer to TSI diagnostic scores, high school course, GPA, rank, and assess student behavior and motivation noted during TSI advising

Holistic Placement Criteria:
If a student scores above a 336 on the Math section with an ABE score of 5 are higher, they will be considered for the math NCBO option. If a student scores above a 342 on the Reading section with an ABE score of 5 or higher, they will be considered for the reading/writing NCBO option. If a student scores above a 355 on the Writing section with a 4 on the Essay section, they will be considered for the reading/writing NCBO option]

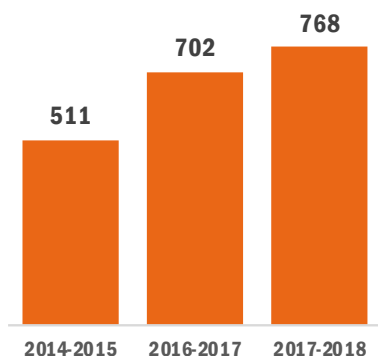**Appendix I**

Office of Undergraduate Research

2017-2018 Academic Year 1-page Dashboard Followed by the Detailed Assessment Plan
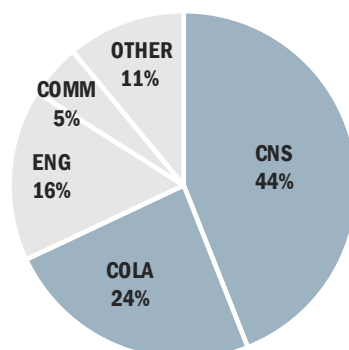
Dean Review
January 2019

The University of Texas at Austin
School of Undergraduate Studies

STUDENT POPULATION SERVED

The number of students advised by OUR increased by 50% since 2014-2015

511 — 2014-2015
702 — 2016-2017
768 — 2017-2018

68% of students served by OUR were from Natural Sciences and Liberal Arts

OTHER 11%
COMM 5%
ENG 16%
CNS 44%
COLA 24%

22% of UT student researchers from the 2014 Cohort had some interaction with OUR services and 10% received OUR advising (n=3,104)
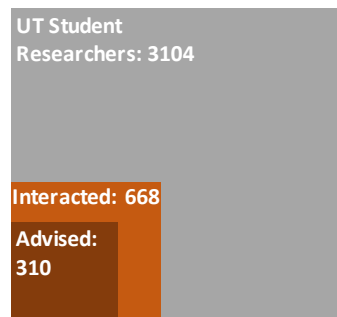
UT Student Researchers: 3104
Interacted: 668
Advised: 310

SERVICES OFFERED

Facilitated student access to undergraduate research opportunities

Information sessions **658** attendees

Individual advising **110** appointments

EUREKA project database
86 project updates (+ 65% since 16-17)
484 faculty profile updates
1,766 active student users

Provided opportunities for undergraduate researchers to develop marketable research skills

Poster workshops **168** attendees

Course credit for engagement in research **125** enrolled

Longhorn Research Poster Session **225** attendees, **159** presenters, **133** projects

Texas Research Showdown **50** attendees, **27** videos, and **4,868** video views

104 Undergraduate Research Fellowship (URF) proposals funded, totaling $89,000 awarded

OUTCOMES

Survey data found that....

Since 2014, **52%** (343/655) of advising recipients who have since graduated were **successful in finding a research experience.**

92% (159/173) of graduating respondents agreed/strongly agreed that **participating in research was valuable.**

90% (26/29) of respondents from poster workshops reported having a **better awareness of how to design a poster.**

91% (181/199) of Longhorn Research Poster Session attendees agreed/strongly agreed that they gained a **better awareness of research opportunities as a result of the event.**

> 129 students presented papers at external conferences.

> 90 students were authors or co-authors on academic papers.

Student quotes:

"Research has truly been the most rewarding part of my undergraduate career." – Economics senior, Texas Student Research Showdown participant, URF recipient, Student Research Ambassador, AURA-Texas participant

"The 2017-2018 Undergraduate Research Fellowship allowed me to conduct valuable research related to materials, which has strongly influenced my future, post-graduation endeavors." – Biomedical engineering senior, URF recipient

Program Mission

The Office of Undergraduate Research (OUR) supports student engagement in the research and creative activity of the university.

Program Description

OUR fosters undergraduate participation in research across the disciplines by connecting students with faculty who are conducting ground-breaking research, raising the visibility of undergraduate research on campus, facilitating students' searches for research opportunities related to their interests and goals, helping students share their work with others, and funding student research and creative activity.

Student Population Served

Number of students who pursued research through OUR: 768 students were advised by OUR (compared to 511 in 14-15; 50.3% increase).

Colleges of Information session/Advising students: 68% of students served by OUR were from Liberal Arts and Natural Sciences." CNS = 44%, COLA = 24%, Engineering = 16%, Communication = 5%, Other = 11%

For students who matriculated in Fall 2014, the OUR interacted with 22% (668/3104) of student researchers and 10% (310/3104) of student researchers in this cohort had OUR advising prior to their research involvement.

Services Offered

Facilitated student access to undergraduate research opportunities

Info sessions help students identify and secure research opportunities. 658 students attended Fall '17 and Spring '18 information sessions compared to 576 in 16-17, for an increase of 14%.

Students also have the option to meet with an OUR advisor to learn about the process for finding an undergraduate research opportunity. 110 students received individual advising in Fall '17 and Spring '18 (compared to 135 in 16-17).

With the newly relaunched Eureka research database, students can identify faculty members who are doing research that matches their personal interests and search for research opportunities. In 17-18, there were 1,766 active student users and a total of 86 new and/or updated projects to the Eureka database, compared to 52 in 16-17 (an increase of 65%).

Provided opportunities for undergraduate researchers to develop marketable research skills

Poster workshops: OUR hosts a variety of professional development workshops that teach students how to communicate their research to a general audience, how to design an effective poster, and how to conduct independent research on their own. In 17-18, a total of 168 students attended poster workshops.

Course credit for engagement in research: Students are given the option to earn course credit by engaging in research through UGS 310K, UGS 320K, and UGS 320L courses. 125 students were enrolled in a UGS course for engagement in research, compared to 107 in 16-17 (an increase of 17%).

Longhorn Research Bazaar: Colleges, departments, research units, programs, and student organizations from across campus provided information for students about their undergraduate research activities and opportunities. 159 students presented work from 133 projects at the 2018 Longhorn Research Bazaar (compared to 175 presenters and 118 projects in 2017).

Texas Research Showdown: Offers a video and presentation competition for UT Austin undergraduate researchers. Winners receive up to $1,500 in scholarships to recognize their excellence in research. This event resulted in 27 video submissions and 50 attendees at the final round event; 4,868 video views before the voting deadline, compared to 3,845 views in 16-17 (an increase of 27%).

Outcomes

Survey data revealed that...

Since 2014, **52%** (343/655) of advising recipients who have since graduated were **successful in finding a research experience.**

92% (159/173) of graduating respondents agreed/strongly agreed that **participating in research was valuable.**

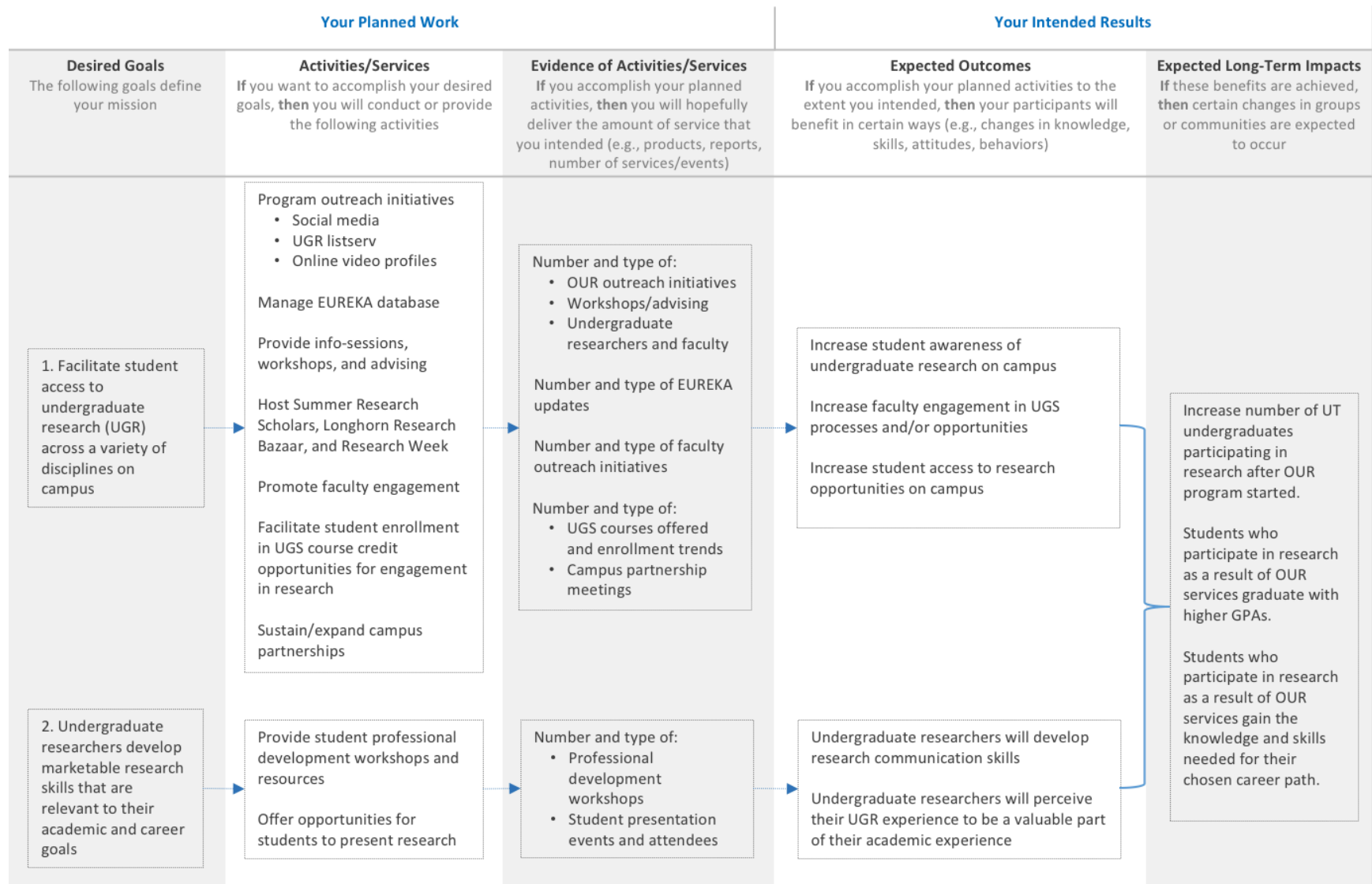**90%** (26/29) of respondents from poster workshops reported having a **better awareness of how to design a poster.**

91% (181/199) of Longhorn Research Poster Session attendees agreed/strongly agreed that they gained a **better awareness of research opportunities as a result of the event.**

> **129** students presented papers at external conferences

> **90** students were authors or co-authors on academic papers

Mission: The Office of Undergraduate Research (OUR) supports student engagement in the research and creative activity of the university. We foster undergraduate participation in research across the disciplines by raising the visibility of undergraduate research on campus, facilitating students' searches for research opportunities related to their interests and goals, and helping students share their work with others.

Your Planned Work			Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goals, **then** you will conduct or provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended (e.g., products, reports, number of services/events)	**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities are expected to occur
1. Facilitate student access to undergraduate research (UGR) across a variety of disciplines on campus	Program outreach initiatives • Social media • UGR listserv • Online video profiles Manage EUREKA database Provide info-sessions, workshops, and advising Host Summer Research Scholars, Longhorn Research Bazaar, and Research Week Promote faculty engagement Facilitate student enrollment in UGS course credit opportunities for engagement in research Sustain/expand campus partnerships	Number and type of: • OUR outreach initiatives • Workshops/advising • Undergraduate researchers and faculty Number and type of EUREKA updates Number and type of faculty outreach initiatives Number and type of: • UGS courses offered and enrollment trends • Campus partnership meetings	Increase student awareness of undergraduate research on campus Increase faculty engagement in UGS processes and/or opportunities Increase student access to research opportunities on campus	Increase number of UT undergraduates participating in research after OUR program started. Students who participate in research as a result of OUR services graduate with higher GPAs. Students who participate in research as a result of OUR services gain the knowledge and skills needed for their chosen career path.
2. Undergraduate researchers develop marketable research skills that are relevant to their academic and career goals	Provide student professional development workshops and resources Offer opportunities for students to present research	Number and type of: • Professional development workshops • Student presentation events and attendees	Undergraduate researchers will develop research communication skills Undergraduate researchers will perceive their UGR experience to be a valuable part of their academic experience	

Desired Goals The following goals define your mission	Activities/Services If you want to accomplish your desired goal, then you will conduct/provide the following activities	Evidence of Activities/Services If you accomplish your planned activities, then you will hopefully deliver the amount of service that you intended	Expected Outcomes If you accomplish your planned activities to the extent you intended, then your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	Expected Long-Term Impacts If these benefits are achieved, then certain changes in groups or communities should occur
1. **Facilitate student access to undergraduate research (UGR) across a variety of disciplines on campus**	**Program outreach initiatives:** OUR conducts a variety of events, ongoing information sessions, visits to Freshman Interest Groups (FIGs) and other UT programs, in addition to social media outreach efforts • **Social media** (Facebook, etc.) • **UGR listserv** • **Online video profiles:** Sharing of student stories that demonstrate the importance of UGR and different modes of engagement in UGR **Manage EUREKA database:** Using EUREKA, students can identify faculty members who are doing research that matches their personal interests and search for research opportunities **Provide information sessions, workshops, and advising:** **Info sessions:** A Summer Orientation info session is provided to incoming students, in addition to weekly info sessions throughout fall and spring about research opportunities on campus and how to approach faculty to become involved in research. During these sessions, OUR provides students with information to help them identify and secure research opportunities. **Workshops:** OUR provides online resources and workshops for developing effective research poster presentations and talks aimed at a non-expert audience. **Advising:** Students have the option to meet with an advisor in the Office of Undergraduate Research to learn about the process for finding an undergraduate research opportunity.	Number and type of: • OUR outreach initiatives • Workshops/advising • Undergraduate researchers and faculty Number and type of EUREKA updates Number and type of faculty outreach initiatives Number and type of: • UGS courses offered and enrollment trends • Campus partnership meetings Number and type of scholarships and awards	**1.1 Promote student awareness of undergraduate research (UGR)** 15-16, 16-17, 17-18, 18-19 Fall & Spring *Track attendance, social media, and presentation trends* 1. **≥600** attendees at info sessions 2. **≥300** 1st generation students (may reduce target depending on 17-18 findings) 3. **≥125** COLA students 4. **≥120** advising attendees 5. **≥150** attendees at summer orientation session 6. **≥400** Research Week student presenters from non-OUR events 7. **≥110** Longhorn Research Bazaar presenters 8. Track attendees and presenters at Texas Research Showdown 9. Track sign-ups and interaction via listserv, Facebook, Twitter 10. Track # of UGR student success story video views *Information session student feedback survey* 1. **≥80%** of respondents agree that info session workshops/advising sessions met expectations 2. **≥80%** of FIG visit respondents learned about benefits of research 3. **≥80%** of Longhorn Research Bazaar survey respondents agree that they have a better awareness of research opportunities attending the event **1.2 Promote faculty engagement in UGS processes and/or opportunities** 15-16, 16-17, 17-18, 18-19 Fall & Spring *Track faculty profiles and reminder emails* 1. **≥40** project updates per year 2. Track # of Eureka reminder emails **1.3 Increase student access to research opportunities on campus** 15-16, 16-17, 17-18, 18-19 Fall & Spring	Increase number of UT undergraduates participating in research after OUR program started.

	Your Planned Work			**Your Intended Results**	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended		**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
	Host Summer Research Scholars: OUR supports visiting undergraduate researchers from other universities who are hosted at UT by faculty members with NSF-funded grants, OUR hosts a welcome reception and social event to facilitate networking among participants and provides logistical info to REU coordinators on summer housing, dining, rec sports and health insurance. At the end of the event, OUR also hosts an end-of-summer research poster session **Promote faculty engagement**: OUR encourages faculty to use the EUREKA database via reminder emails and outreach efforts. OUR also sends ongoing EUREKA reminder emails to faculty each semester. **Facilitate student enrollment in UGS course credit for engagement in research**: Students are given the option to earn course credit by engaging in research through, UGS 310K, UGS 320K, and UGS 320L courses. Information will be collected from students that are enrolled in a UGS course while also gaining UGR experience. **Sustain/expand campus partnerships**: OUR develops partnerships with colleges, schools, and research units to identify enhanced opportunities for collaboration and to determine and remedy gaps that may prevent students from finding and completing appropriate research experiences **Award research funding to students:** OUR administers several different programs for funding research, and seeks out additional funding for these awards.			*Info session feedback survey* 1. Of those students who stated that they were interested in pursuing a research opportunity, **≥60%** of respondents will report being in the process of searching or are done searching for UT faculty members with similar interests and/or they are in the process of contacting or have contacted **>1** faculty member *Tracking student trends* 1. Of those students who actively sought a research opportunity after attending an information session**, ≥50%** will have secured a research opportunity. 2. Track # of students enrolled in UGS 310K, UGS 320K, and UGS 320L **1.4 Award research funding to students** 15-16, 16-17, 17-18, 18-19 Fall & Spring Establish baseline number of students applying for URF, Student Researcher, and Research Travel awards	

		Your Planned Work		Your Intended Results	
Desired Goals The following goals define your mission	**Activities/Services** **If** you want to accomplish your desired goal, **then** you will conduct/provide the following activities	**Evidence of Activities/Services** **If** you accomplish your planned activities, **then** you will hopefully deliver the amount of service that you intended		**Expected Outcomes** **If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways (e.g., changes in knowledge, skills, attitudes, behaviors)	**Expected Long-Term Impacts** **If** these benefits are achieved, **then** certain changes in groups or communities should occur
2. **Undergraduate researchers develop marketable research skills that are relevant to their academic and career goals**	**Provide student professional development workshops and resources**: To ensure that students have the opportunity to develop research communication skills, OUR hosts a variety of professional development workshops that teach students how to communicate their research to a general audience, how to design an effective poster, and how to conduct independent research on their own **Offer opportunities for students to present research**: OUR also hosts several university-wide events that allow students to practice the communication skills they learned by gaining experience in sharing their research with others. With these events, OUR also hopes to share undergraduate research findings and publicize the different possibilities for engagement in student research. Examples of events hosted by OUR include: **Texas Student Research Showdown**: a video competition for student researchers to tell their stories to a general audience **Research Week:** UT's annual celebration of undergraduate research and creative exploration **Longhorn Research Bazaar:** a festive event that occurs during Research Week where colleges, departments, research units, programs, and student organizations from across campus provide information for students about their undergraduate research activities and opportunities	Number and type of: • Professional development workshops • Student presentation events and attendees		**2.1 Undergraduate researchers will develop research communication skills** 15-16, 16-17, 17-18, 18-19 Fall & Spring *Workshop student feedback survey* 1. **≥80%** of respondents from poster workshops and advising sessions will report having a better awareness about how to design a poster and/or present their research with the aid of a poster 2. **≥80%** of respondents from Showdown survey will report that the event and supporting workshops improved their ability to present research to a non-expert audience *(Showdown survey)* 3. **≥60%** of all UGR presenters agree that their communication skills improved as a result of their UGR experience *(Graduation survey & faculty survey)* *Track student workshop attendance* 1. **≥125** attendees at poster workshops by the end of spring semester 2. **≥15** attendees at independent research workshops 3. **≥15** attendees at PCL poster design workshops 4. **≥60** attendees at combined workshops: Independent Research, Publishing, How to go to a Conference, Establishing yourself as Researcher, Poster Making, Funding, and Communication workshops 5. **≥5** students earn an informal certificate for participating in UGR workshops/events **2.2 Undergraduate researchers will perceive their UGR experience to be a valuable part of their academic experience** *Student feedback survey* 1. **≥80%** of respondents enrolled in a UGS course will agree that their research experience has enhanced their academic experience *(UGS course survey)* 2. **≥80%** of respondents will agree that their research experience was valuable *(Graduation survey)*	Students who participate in research as a result of OUR services graduate with higher GPAs. Students who participate in research as a result of OUR services gain the knowledge and skills needed for their chosen career path.