

Attachment 14A

Signature Course, FIG, TRIG and 360 Connections Programs

2018-2019 and 2017-2018 Academic Year 1-page Dashboards Followed by the Detailed Assessment Plan

VISION To advance innovation and excellence in undergraduate education through opportunities that provide a strong foundation for a successful college career

MISSION

- Foster growth and development through leadership opportunities
- Create and coordinate innovative programs that support campus-wide initiatives geared towards improving the university's focus on increased four-year graduation rates
- Integrate intellectual and developmental growth by way of experiential learning
- Cultivate relationships among the university community

UGS Program Review Fall 2019



STUDENT POPULATION

10,197

students enrolled in one of the
217 Signature Courses offered

SERVICES OFFERED

Provided students with a common intellectual experience through University Lecture Series

4,600 attendees (3,400 in Fall 2018 and 1,200 in Spring 2019).

Offered Signature Course Teaching Assistant training

213 trained Teaching Assistants through GSC 097 Course and other professional development activities.

24 trained Signature Course Undergraduate Assistants.

Connected students with distinguished UT Faculty

217 faculty members taught a Signature Course from 16 different colleges/schools.

17 Signature Course faculty are members of the Academy of Distinguished Teachers.

Signature Courses scored higher than the **UT average** for overall quality of instructor and course on Course Instructor Surveys (CIS).

Instructor



Course



OUTCOMES

Results from the Fall 2018 and Spring 2019 Signature Course Mid-Semester Surveys (MSS) included... (n = 3,676)

82% of students agreed/strongly agreed that they **learned academic skills that they can apply throughout their college career.**

90% of students agreed/strongly agreed that **listening to other students' ideas is a valuable learning experience.**

90% of students agreed/strongly agreed that they could examine **ideas or concepts from different perspectives.**

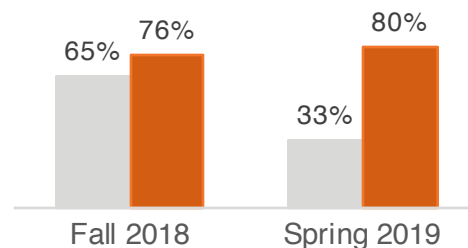
"I learned how to consider other points of view and understand how people with different backgrounds perceive things in different ways."

"Because my peers interpret the same class information differently than I do, their unique understandings of class content opened new avenues of personal learning for me in the class, exposing me to new ideas and interpretations of what we talked about in lectures."

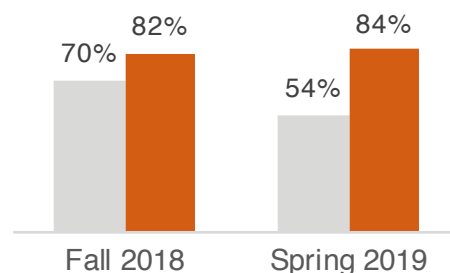
Results from end-of semester Course Instructor Surveys (CIS) revealed that students are improving their oral and written communication skills. (n = 6,870)

■ MSS ■ CIS

Oral Communication Skills



Written Communication Skills



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.

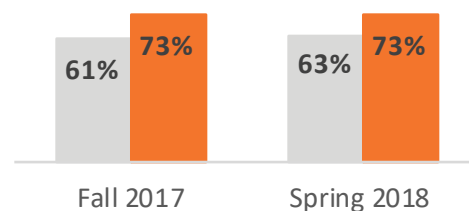
“What sets this class apart is that it revolves around dialogue and forces students to interact with one another respectfully. It's a class where one needs to share their opinions in order to understand the world around them and its problems.”

“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.”

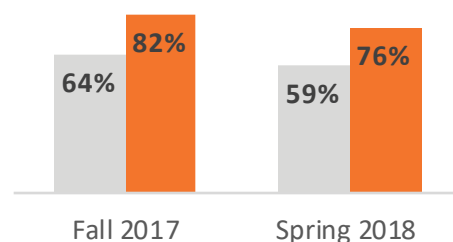
Results from end-of semester course instructor surveys (CIS) revealed that students are **improving their written and oral communication skills**. (n = 6,595)

■ MSS ■ CIS

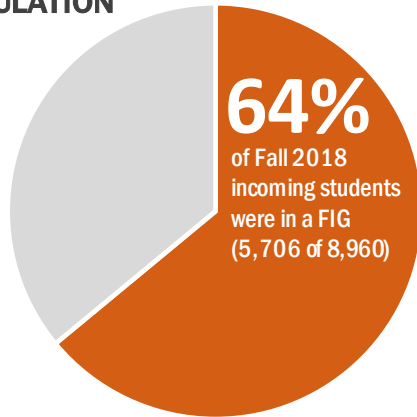
Oral Communication Skills



Written Communication Skills



STUDENT POPULATION



55%
of Fall 2018 FTIC 1st generation
students were in a FIG
(1,025 of 1,853)
Source: Fall 2018 Student
Programs Database (SPD)

SERVICES OFFERED

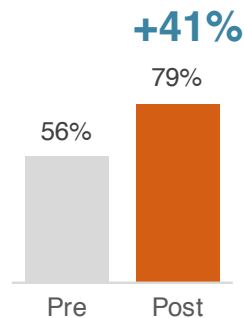
Facilitated FIG mentor training

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

187 new mentors attended a one-hour training session on difficult conversations and growth-mindset.

Connected students with UT Faculty

Pre-post survey results indicated that students reported feeling more **comfortable asking a professional staff and/or faculty member for help.**



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.

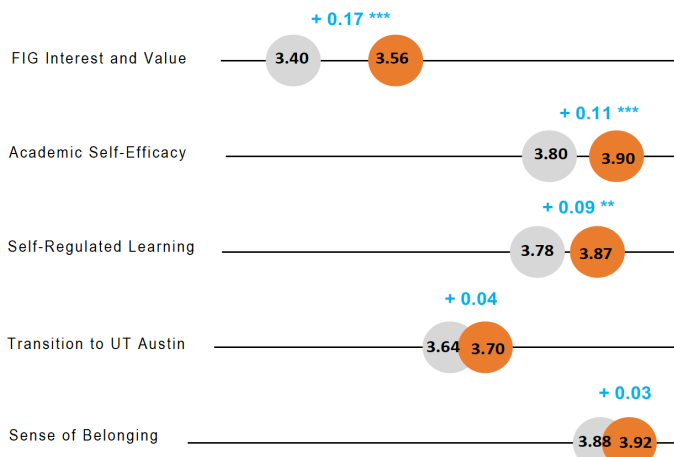
The Bridging Disciplines Program **(+191)** gained the largest awareness while the Undergraduate Writing Center **(+231%)**, University Gems **(+163%)**, and University Health Services **(+152%)**, had the largest gain in actual resource use.

OUTCOMES

Average FIG pre-post survey results revealed that students showed **significant gains in perceived motivation, belonging, resiliency, and learning skills.**

Scale was 1-5 with 5 representing "Strongly agree"

*** indicates statistical significance ($p < 0.5$)



Students appreciate the social support that they gain from their FIGs.

83% of students reported that they can **really be themselves at UT Austin.**

82% of students reported that they can **bounce back from challenges or setbacks in their classes.**

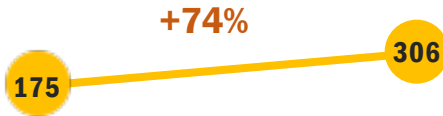
"It was amazing, being able to meet people within my class. It let you gain friends instantly and bond over things that have made it a little difficult to transition to UT."

STUDENT POPULATION

65%

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

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



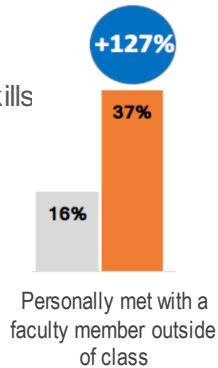
SERVICES OFFERED

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.



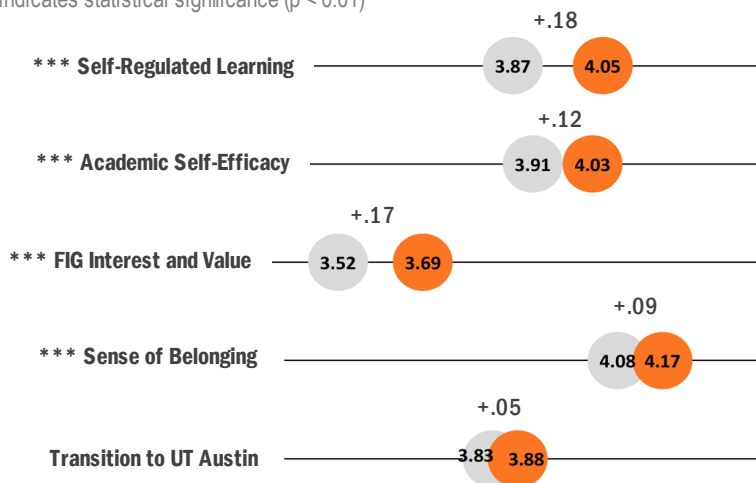
Promoted student awareness and use of key campus resources and services

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)



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."

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
<p>1. Faculty, staff and undergraduate mentors will be supported to meet student needs</p>	<p>Signature Courses:</p> <ul style="list-style-type: none"> Facilitate faculty collaboration Facilitate undergraduate assistant (SCUGA) workshops Require SC TA training <p>360 Connections:</p> <ul style="list-style-type: none"> Provide resources for promoting 360 Shared Experiences Host 360 annual meetings Provide mentor/facilitator consultations <p>FIGs & TrIGs:</p> <ul style="list-style-type: none"> Facilitate mentor training (UGS 104 FIG Mentor Development Course) Disseminate mentor resources 	<p>Faculty, staff, and undergraduate mentors/facilitators will feel supported to implement fundamental teaching skills and/or program objectives</p>	<p>UT alumni will report that their Signature Course added value to their college experience</p> <p>UT alumni report being introduced to academic skills needed to be successful in their subsequent courses and/or career</p>
<p>2. Students will develop social and academic support networks on campus</p>	<p>Signature Courses:</p> <ul style="list-style-type: none"> Monitor course capacity needs Manage course proposal process Sustain distinguished faculty Promote student-faculty interaction <p>360 Connections:</p> <ul style="list-style-type: none"> Program outreach to students Monitor student involvement in campus communities Promote Shared Experiences <p>FIGs & TrIGs:</p> <ul style="list-style-type: none"> Monitor FIG/TrIG requests and capacity TYE SC registration outreach Promote community building activities in FIG/TrIG seminars 	<p>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</p> <p>Students will feel supported by their Signature Course instructor and small learning community mentors and facilitators</p> <p>Students in a small learning community will identify themselves as belonging to the UT community</p> <p>Students enrolled in Signature Courses and in small learning communities will communicate with faculty regarding their academic work</p>	<p>Students involved in a 360 Connection graduate in 4 years</p> <p>Students involved in a 360 Connection report benefits they gained from their experience</p>

Your Planned Work		Your Intended Results	
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<p>3. Students will engage in a shared intellectual or cultural experience</p>	<p>Signature Courses:</p> <ul style="list-style-type: none"> Host University Lecture Series (ULS) events Promote student participation in ULS or other events <p>FIGs & TrIGs:</p> <ul style="list-style-type: none"> Promote shared intellectual or cultural experiences 	<p>Students enrolled in Signature Courses and small learning communities will engage in a shared intellectual activity</p> <p>Students enrolled Signature Courses will engage in intellectual discussions with other peers</p>	<p>UT alumni will report that their Signature Course added value to their college experience</p> <p>UT alumni report being introduced to academic skills needed to be successful in their subsequent courses and/or career</p> <p>Students involved in a 360 Connection graduate in 4 years</p> <p>Students involved in a 360 Connection report benefits they gained from their experience</p>
<p>4. Students will develop transferable knowledge, skills and abilities</p>	<p>Signature Courses:</p> <ul style="list-style-type: none"> Promote real-world transferability of course content, communication, critical thinking, and information literacy skills 	<p>Students enrolled in Signature Courses will develop communication, critical thinking, information literacy, and writing skills</p>	
<p>5. Students will develop the motivation, habits and know-how to succeed at UT</p>	<p>Signature Courses:</p> <ul style="list-style-type: none"> Promote student cross-disciplinary understanding of inquiry Promote student awareness and use of university gems related to course content <p>360 Connections, including FIGs and TrIGs:</p> <ul style="list-style-type: none"> Monitor student progress towards graduation <p>FIGs & TrIGs:</p> <ul style="list-style-type: none"> Promote development of effective learning habits Promote development of effective health and wellness strategies Promote awareness and use of campus resources 	<p>Signature Courses:</p> <ul style="list-style-type: none"> 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 <p>360 Connections, including FIGs and TrIGs:</p> <ul style="list-style-type: none"> Students make timely progress towards graduation <p>FIGs & TrIGs:</p> <ul style="list-style-type: none"> 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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<p>1. Faculty, staff and undergraduate mentors will be supported to meet FTIC and transfer student needs</p> <p>[Signature Courses]</p>	<p>Facilitate faculty collaboration: <i>SC Faculty Lunches:</i> 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</p> <p><i>SC Idea Exchanges:</i> Faculty will be invited to engage in idea exchanges and peer observation each semester of teaching their Signature Course</p> <p><i>SC Faculty Workshops:</i> Faculty are invited to participate in workshops focusing on writing and student engagement</p> <p>Facilitate SC Undergraduate Assistant Workshops (SCUGA): Assistants attend several training workshops led by FYE staff regarding student learning, peer mentorship, and student needs</p> <p>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</p>	<p>Number and type of SC faculty collaboration events and attendees</p> <p>Number and type of SCUGA workshops and attendees</p> <p>Number of SC TAs trained</p> <p>Track number of faculty who participated in the idea exchange each semester</p>	<p>1.1 Signature Course faculty feel supported to implement fundamental teaching skills <i>16-17, 18-19 Fall and Spring</i></p> <ol style="list-style-type: none"> All faculty who are teaching SC for the first time will attend a SC faculty luncheon (<i>Track faculty attendees</i>) Majority of SCUGAs will provide positive feedback about mentoring experience at mid-semester meetings (<i>Feedback from mid-semester meetings</i>) All new transfer-student Signature Course faculty will attend instructional session with TYE and/or faculty with experience teaching a transfer-student section <p>1.2 Signature Course TA's feel supported to implement fundamental teaching skills <i>16-17, 18-19 Fall and Spring</i></p> <ol style="list-style-type: none"> ≥80% of SC TAs implement ≥1 fundamental teaching skill in discussion section (<i>Behavioral observation</i>) <p><i>SC TA end-of-semester survey</i></p> <ol style="list-style-type: none"> ≥80% of SC TAs indicate the cohorts were helpful in improving teaching effectiveness ≥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 ≥80% of TA respondents suggest appropriate strategies for incorporating feedback from multiple sources 	<p>UT alumni will report that their Signature Course added value to their college experience</p> <p>UT alumni report being introduced to academic skills needed to be successful in their subsequent courses and/or career</p> <p>Students involved in a 360 Connection graduate in 4 years</p> <p>Students involved in a 360 Connection report benefits they gained from their experience</p>

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[360 Connections]	<p>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.</p> <p>Host 360 annual meeting: Coordinator hosts annual meetings, invites college contacts and advisors, to share innovative ideas and gain coordinator feedback</p> <p>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:</p> <ul style="list-style-type: none"> • 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) 	<p>Number and type of resources provided to 360 facilitators and mentors via email or Box</p> <p>Number of 360 website hits and resources downloaded</p> <p>Number and type of attendees at 360 Connection meetings</p> <p>Number and type of 360 facilitator and mentor consultations</p>	<p>1.1 360 Connection mentors and facilitators feel supported to implement Shared Experiences in group seminars 16-17, 18-19 Fall and Spring</p> <ol style="list-style-type: none"> 1. ≥ 1 college contact from every college attends annual meeting (<i>Track attendees at annual meeting</i>) 2. $\geq 85\%$ of mentors that participate in a focus group will report feeling supported by 360 Connection services, including their facilitator (<i>Mentor focus groups</i>) 3. $\geq 85\%$ of facilitators that participate in a focus group will report feeling supported by 360 Connection services (<i>Facilitator focus groups</i>) 4. $\geq 85\%$ of facilitators will report feeling confident in implementing 360 Shared Experiences. Requests for additional support needs will also be documented (<i>Facilitator survey</i>) 	

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[FIG]	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>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</p>	<p>Number and type of FIG mentor training and trainees</p> <p># and type of FIG resources distributed and website hits</p>	<p>1.1 FIG undergraduate mentors feel supported to implement fundamental mentoring skills 16-17, 18-19 Fall and Spring</p> <ol style="list-style-type: none"> 1. 100% of New FIG Mentors will take the UGS 104 Mentor Development Course 2. ≥75% of FIG mentors will understand the FIG Building Blocks and student development theory (<i>Final writing assignment & reflection essay</i>) 3. ≥80% of FIG mentors will receive a score of at least 25/30 on their final writing assignment. (<i>Final writing assignment</i>) 4. ≥70% of FIG mentors will identify their growth as a leader and the skills developed as a mentor (<i>Mentor Spring '17 Focus Groups</i>) 	

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[TrIG/TYE]	<p>Facilitate TYE mentor training: TRIG Mentors participate in a 5-week training workshop on the following topics:</p> <ul style="list-style-type: none"> • 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 <p>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</p> <p>Provide TYE Signature Course faculty guidelines</p> <p>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.</p>	<p>Number and type of TrIG mentor training workshops and attendees</p> <p>Number and type of TTS mentor training workshops and attendees</p> <p># and type of TYE resources distributed and website hits</p> <p># and type of TYE on-campus staff and faculty trainings on transfer issues and resources.</p> <p>Advisor attendance at “ACC to UT” Fall Networking Forum and Spring Marketplace.</p>	<p>1.1 TYE mentors feel supported to implement fundamental mentoring skills 16-17, 18-19 Fall and Spring</p> <ol style="list-style-type: none"> 1. 100% of TrIG mentors must receive an 80% or higher on lesson plan and seminar schedule assignments (<i>TrIG mentor lesson plan and seminar schedule review</i>) 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 <p>On- and off-campus partners will feel informed regarding transfer issues and resources</p> <ol style="list-style-type: none"> 4. Representatives from all transfer-accepting colleges/schools will participate in ACC to UT events 	

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<p>2. Students will develop social and academic support networks on campus</p> <p>[Signature Courses]</p>	<p>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</p> <p>Manage course proposal process: Faculty are approved to teach Signature Courses through the course proposal process</p> <p>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</p> <p>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.</p>	<p>Number and type of Signature Courses offered</p> <p>Faculty rank report</p> <p>Number of SC syllabi that encourage student-faculty interaction</p>	<p>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</p> <ol style="list-style-type: none"> Majority of incoming FTIC and transfer students will enroll in a Signature Course during their first year (<i>Track # of first-year students enrolled in SC</i>) 100% of Signature Courses will be taught by distinguished faculty or senior lecturers with a positive teaching record (<i>Faculty rank report and SC MS survey</i>) <p>2.2 Signature Course students feel supported by their Signature Course instructor and/or teaching assistant 15-16, 17-18 Fall <i>Mid-semester survey</i></p> <ol style="list-style-type: none"> ≥85% of SC students will A/SA that they feel comfortable asking questions and expressing ideas with their instructor ≥85% of SC students will indicate that they received written comments of feedback from their instructor or TA on an assignment ≥85% of SC students will rate their overall impression of their course instructor as Good/Excellent <p>2.3 Signature Course students will learn to communicate with faculty regarding their academic work 15-16, 17-18 Fall</p> <ol style="list-style-type: none"> ≥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. (<i>Mid-semester survey</i>) 	

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[360 Connections]	<p>Program outreach to students: The 360 Connection coordinator will promote student awareness about 360 campus communities before and during orientation</p> <p>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.)</p> <p>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.</p> <p>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.</p>	<p>Number and type of program outreach initiatives to students</p> <p>Number and type of 360 Connection programs provided</p> <p>Number and type of students connected and not connected to a campus community</p> <p>Documentation of students who were not connected to a campus community and potential reasoning</p>	<p>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</p> <p>1. ≥95% of first-year college students will be connected to a small peer group/connection during their first year (<i>Track # of students connected to a FIG/ campus community</i>)</p>	

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[FIG]	<p>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</p> <p>Information about college-based FIGs are readily available to interested students through each college at orientation and through the FYE website</p> <p>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:</p> <ul style="list-style-type: none"> • Form study groups • Study efficiently and effectively • Utilize the university's resources • Get involved on campus 	<p>Number and type of FIG seminars available to meet the demand of incoming FTIC students</p> <p>Number and type of resources provided to FIG mentors and/or students that promote community building activities</p>	<p>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</p> <ol style="list-style-type: none"> 1. ≥60% of first-year college students will be connected to a small peer group/connection during their first year (<i>Track # of students connected to a FIG</i>) 3. FIGs will not exceed 25 students per cohort (<i>Track # of students per cohort</i>) <p>2.2 FIG students feel supported by their FIG mentor 15-16, 17-18 Fall and Spring <i>FIG pre-post survey</i></p> <ol style="list-style-type: none"> 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 <p>2.3 FIG students identify themselves as belonging to the UT community 15-16, 17-18 Fall and Spring <i>FIG pre-post survey</i></p> <ol style="list-style-type: none"> 1. Student perceptions of belonging to the UT community and their FIG community will exceed a mean score of 4/5 or significantly increase (<i>belonging scales</i>) 2. ≥85% of students will report participating in at least one FIG bonding activity <p>2.4 FIG students communicate with faculty or teaching assistants for help when needed 15-16, 17-18 Fall and Spring <i>FIG pre-post survey</i></p> <ol style="list-style-type: none"> 1. ≥85% of students will report that they personally met with a faculty member outside of class time 	

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[TrIG/TYE]	<p>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</p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Form study groups • Study efficiently and effectively • Utilize the university's resources • Get involved on campus 	<p>Number and type of TrIG seminars available to meet the demand of incoming transfer students</p> <p>Number and type of students in transfer-inclusive campus communities, including TTS</p> <p>Number and type of resources provided to TYE mentors and/or students that promote campus belonging</p> <p>Track enrollment in transfer-only SC sections</p> <p>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</p> <p>TrIGs will not exceed 25 students per mentor</p>	<p>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</p> <ol style="list-style-type: none"> 1. ≥15% (15-16) and 25% (17-18) of transfer students will be connected to a TRIG during their first year at UT (<i>Track # of 1st year transfer students connected to a TRIG</i>) 2. ≥95% of transfer students seeking an alternative to TRIGs will be connected with a campus community (<i>Track # of transfer students in alternative campus community</i>) <p>2.2 Transfer students feel supported by their TrIG mentor 15-16, 17-18 Fall and Spring <i>TrIG pre-post survey</i></p> <ol style="list-style-type: none"> 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 <p>2.3 Transfer students identify themselves as belonging to the UT community 15-16, 17-18 Fall and Spring <i>TrIG pre-post survey</i></p> <ol style="list-style-type: none"> 1. Student perceptions of belonging to the UT community and their TrIG community will exceed a mean score of 4/5 or significantly increase (<i>belonging scales</i>) 2. ≥85% of students will report participating in at least one TrIG bonding activity <p>2.4 Transfer students communicate with faculty or teaching assistants for help when needed 15-16, 17-18 Fall and Spring <i>TrIG pre-post survey</i></p> <ol style="list-style-type: none"> 1. ≥85% of students will report that they personally met with a faculty member outside of class time 	

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<p>3. Students will engage in a shared intellectual or cultural experience</p> <p>[Signature Courses]</p>	<p>Host University Lecture Series (ULS) events: SC leadership will host the University Lecture Series events every Fall and Spring semester</p> <p>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</p>	<p>Number and type of University Lecture Series events and attendees</p> <p>Number and type of SC that require students to attend or watch the ULS hosted by UGS or any other campus event</p>	<p>3.1 Signature Course students will experience a shared intellectual activity 16-17, 18-19, Fall and Spring</p> <ol style="list-style-type: none"> 1. ≥70% of students enrolled in a SC will attend at >1 campus event (<i>Attendance tracking system</i>) 2. <20% of SC students will not have been required to attend a campus lecture, event, or performance (<i>Mid-semester survey</i>) <p>3.2 Signature Course students will engage in intellectual discussion with other peers in class 16-17, 18-19, Fall and Spring <i>Mid-semester survey</i></p> <ol style="list-style-type: none"> 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 <i>FIG post survey</i> 1. ≥60% of FIG students will participate in at least four hours of service learning (<i>GivePlus tracking system</i>)	

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<p>4. Students will develop transferable knowledge, skills and abilities</p> <p>[Signature Courses]</p>	<p>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</p> <p>Students are encouraged to visit the Sanger Speech Center to develop oral communication skills and receive feedback on their oral presentations</p> <p>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</p> <p>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</p>	<p>Number of SC syllabi that promote student development of transferable knowledge and skills</p> <p>Number of students that visited the Sanger Speech Center and/or Library services</p>	<p>4.1 Signature Course students will strengthen their confidence in developing effective communication skills 16-17, 18-19, Fall and Spring <i>Mid-semester survey</i></p> <ol style="list-style-type: none"> 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 <p>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 <i>Mid-semester survey</i></p> <ol style="list-style-type: none"> 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 <p>4.3 Signature Course students will strengthen their confidence in developing effective information literacy skills 16-17, 18-19, Fall and Spring</p> <ol style="list-style-type: none"> 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 (<i>Mid-semester survey</i>) 2. Data from Library Services will be reviewed and used to inform future program improvement efforts (<i>Library Instruction services assessment</i>) 	

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<p>5. Students will develop the motivation, habits and know-how to succeed at UT</p> <p>[Signature Courses]</p>	<p>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</p> <p>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</p>	<p>Number of SC syllabi that promote student interdisciplinary awareness</p> <p>Number and type of course syllabi that ensure students are given opportunity to use a campus resources</p>	<p>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 <i>Mid-semester survey</i></p> <ol style="list-style-type: none"> 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 <p>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 <i>Mid-semester survey</i></p> <ol style="list-style-type: none"> 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 <p>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</p> <ol style="list-style-type: none"> 1. ≥85% of SC students will identify and describe at least one new campus resource they learned about and utilized in their course (<i>Mid-semester survey</i>) 	

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[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	

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[FIG]	<p>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</p> <p>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</p> <p>Promote awareness and use of campus resources: Mentors are expected to introduce students to campus university resources and/or gems</p> <p>Monitor student progress towards graduation: The FIG coordinator will collect/analyze data from internal and external databases to monitor student progress towards graduation</p>	<p>Number and type of resources provided to FIG mentors and/or students that promote academic success and well-being</p> <p>Track student retention rates (enrollment in third long academic term)</p> <p>Track progress towards graduation (course completion and GPA)</p> <p>Track student graduation rates (2-yr to 6-yr)</p>	<p>5.1 FIG students will develop effective learning habits 15-16, 17-18 Fall and Spring <i>FIG pre-post survey</i></p> <ol style="list-style-type: none"> 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 (<i>self-efficacy scale</i>) 3. Student perceptions of self-regulated learning strategies will exceed a mean score of 4/5 or significantly increase (<i>self-regulation scale</i>) <p>5.2 FIG students will develop health/wellness strategies 15-16, 17-18 Fall and Spring <i>FIG pre-post survey</i></p> <ol style="list-style-type: none"> 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 <p>5.3 FIG students will access campus resources 15-16, 17-18 Fall and Spring <i>FIG pre-post survey</i></p> <ol style="list-style-type: none"> 1. ≥85% of students will report an increased awareness of >3 campus resources 2. ≥85% of students will report using >1 campus resource <p>5.4 FIG students will benefit from their FIG experience 15-16, 17-18 Fall and Spring <i>FIG pre-post survey</i></p> <ol style="list-style-type: none"> 1. Student perceptions of FIG interest/value will exceed a mean score of 4/5 or significantly increase (<i>interest/value scale</i>) 2. ≥85% of students will indicate that their FIG has helped with their transition to college life at UT 	

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			<p>5.5 FIG students make timely progress towards graduation 15-16, 17-18 Fall</p> <ol style="list-style-type: none"> 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 	

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[TrIG/TYE]	<p>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</p> <p>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</p> <p>Promote awareness and use of campus resources: Mentors are expected to introduce students to campus university resources and/or gems</p> <p>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</p> <p>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</p>	<p>Number and type of resources provided to TrIG mentors and/or students that promote academic success and well-being</p> <p>Track student retention rates (enrollment in third long academic term)</p> <p>Track progress towards graduation (course completion and GPA)</p> <p>Track student graduation rates (2-yr to 6-yr)</p> <p>Audit protocols and communications will be approved by FYE leadership and Dean's Office staff</p> <p>Number of core curriculum audits and pre-orientation emails</p>	<p>5.1 Transfer students will develop effective learning habits 15-16, 17-18 Fall and Spring <i>TrIG pre-post survey</i></p> <p>4. $\geq 85\%$ of students will report that they learned about effective study strategies from their TrIG</p> <p>5. Student perceptions of academic self-efficacy beliefs will exceed a mean score of 4/5 or significantly increase (<i>self-efficacy scale</i>)</p> <p>6. Student perceptions of self-regulated learning strategies will exceed a mean score of 4/5 or significantly increase (<i>self-regulation scale</i>)</p> <p>5.2 Transfer students will develop health/wellness strategies 15-16, 17-18 Fall and Spring <i>TrIG pre-post survey</i></p> <p>1. $\geq 85\%$ of students will indicate that they learned about health and wellness techniques</p> <p>2. $\geq 85\%$ of students will indicate that they can cope well with stress or anxiety in college</p> <p>5.3 Transfer students will access campus resources 15-16, 17-18 Fall and Spring <i>TrIG pre-post survey</i></p> <p>1. $\geq 85\%$ of students will report an increased awareness of >3 campus resources</p> <p>2. $\geq 85\%$ of students report using >1 campus resource</p> <p>5.4 Transfer students will benefit from their TrIG experience 15-16, 17-18 Fall and Spring <i>TrIG pre-post survey</i></p> <p>1. Student perceptions of TrIG interest/value will exceed a mean score of 4/5 or significantly increase (<i>interest/value scale</i>)</p> <p>2. $\geq 85\%$ of students will indicate that their TrIG has helped with their transition to college life at UT</p>	

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	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 <ol style="list-style-type: none"> 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 	