

Attachment 28

Discovery Scholars Success Program

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

VISION Explore, expand, and emerge: from students to scholars

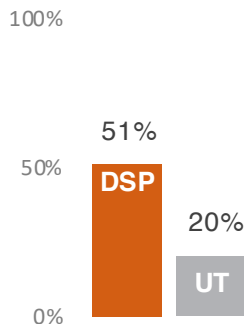
MISSION The mission of the Discovery Scholars Program is to provide support for college transitions, connect students to campus resources, and encourage responsibility for students' individual educational journeys.

UGS Program Review Fall 2019

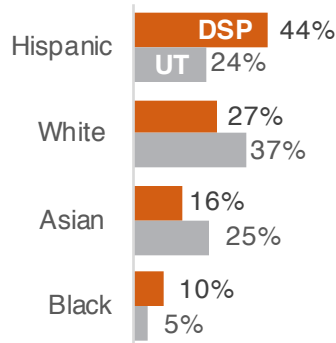


STUDENT POPULATION

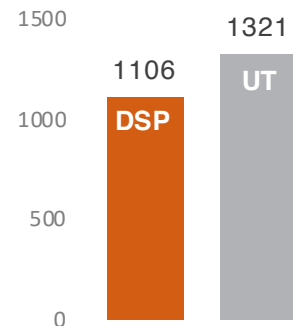
1st Gen to Attend College



Ethnicity



Average SAT scores



Source: Student Programs Database (SPD)

SERVICES OFFERED

Provided mentoring and advising to DSP students

333 incoming freshmen served in 2018-19

1,014 DSP coach appointments **+35%**

2,803 Sanger Learning Center interactions

Provided leadership and professional development opportunities for DSP student leaders

18 trained DSP FIG mentors

Provided small-group learning communities

268 DSP students enrolled in **18** 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.

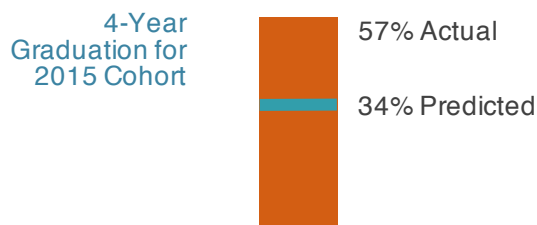
OUTCOMES



73% of Fall 2018 DSP FIG survey respondents agreed/strongly agreed that their FIG **helped them transition to college life at UT Austin.** (n = 118)



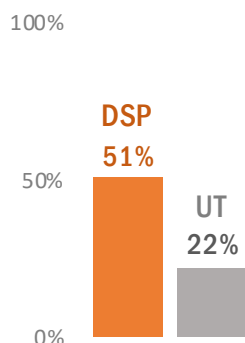
81% of Fall 2018 DSP FIG survey respondents agreed/strongly agreed that their FIG **helped them feel better connected to the UT community.** (n = 118)



When asked to comment about their FIG experience, one DSP student quoted...
"I enjoyed my FIG experience and really felt like it helped my transition to the university."

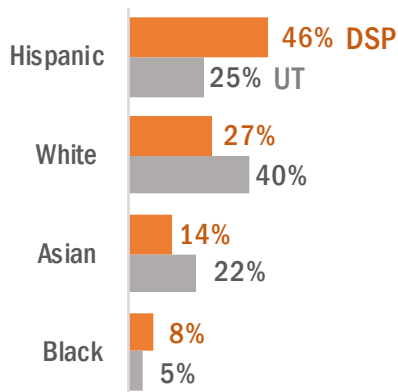
STUDENT POPULATION

1st Gen to Attend College

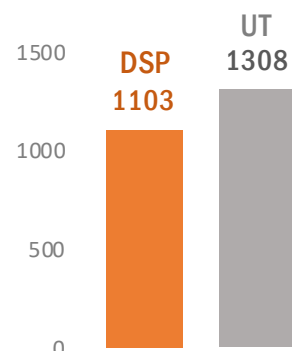


Source: Student Programs Database (SPD)

Ethnicity



Average SAT scores



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

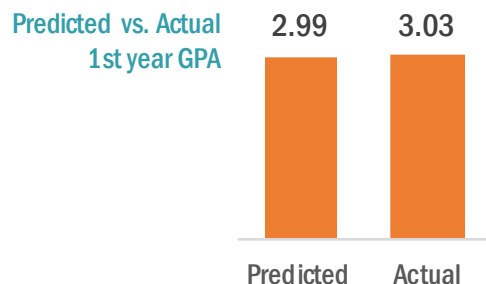
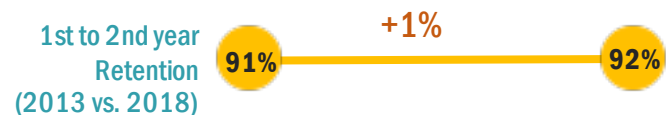
Provided small-group learning communities

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



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."**

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
<p>1. Enhance DSP student development of knowledge, skills, mindsets, and support networks necessary for academic success</p>	<p>Provide DSP social events</p> <p>Facilitate Small Group Learning Communities (FIGs and MIGs)</p> <p>DSP Support Team provides mentoring/advising to students</p> <p>Facilitate staff professional development and team meetings</p>	<p># and type of DSP events provided</p> <p># of students and faculty that attend DSP events</p> <p># and type of DSP support team appointments with first-year DSP students and beyond</p> <p>Student action plans form DSP Support Team meetings</p>	<p>Students engage in and benefit from DSP events</p> <p>Students feel supported by DSP and UT community</p> <p>Students gain experiences and perspectives necessary for college success</p>	<p>DSP graduates attribute post-graduate success and well-being to DSP initiatives</p> <p>DSP graduates stay socially connected to DSP community</p>
<p>2. Enhance DSP student leaders' development of marketable professional skills</p>	<p>Facilitate training through FIG office to build DSP mentors' professional knowledge and skills</p> <p>Provide bi-weekly trainings to DSP student leaders</p> <p>Disseminate ongoing newsletters to student leaders</p> <p>Provide trainings to DSP small group leaders</p>	<p># of student leaders who receive training</p> <p># of student leaders enrolled in UGS 104</p>	<p>DSP student leaders develop professional skills</p>	<p>DSP small group leaders continue to apply professional skills throughout college and beyond</p>
<p>3. Enhance DSP student success as they progress at UT</p>	<p>Disseminate information about DSP events and requirements</p> <p>Coordinate with campus departments regarding student course enrollment needs</p>	<p># and type of DSP program outreach initiatives</p>	<p>Students successfully progress at UT</p>	<p>DSP students make timely progress towards graduation</p> <p>DSP students attain marketable skills</p> <p>DSP graduates are self-sufficient and civically engaged individuals</p>

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	<p>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)</p> <p>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</p> <p>DSP Support Team provides mentoring/advising to students: Provide expert guidance to students through one-one support from a DSP Coach, Sanger Learning Specialist, Vick Academic Advisor, and Vick Career Counselor</p> <p>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</p>	<p>Number and type of DSP events provided</p> <p>Number of students and faculty that attend DSP events</p> <p>Number and type of DSP support team appointments with first-year DSP students and beyond</p>	<p>1.1 Students engage in and benefit from DSP events 15-16, 17-18 Fall and Spring</p> <ol style="list-style-type: none"> Track attendance at DSP events (attendance tracking system) ≥85% rate FIG and Spring seminars as Beneficial/Very Beneficial (<i>FIG post survey and Spring survey</i>) <p>1.2 Students feel supported by DSP and UT community 15-16, 17-18 Fall and Spring</p> <ol style="list-style-type: none"> ≥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 (<i>FIG post survey</i>) ≥90% A/SA DSP coach a) addressed questions/concerns, b) was courteous and professional, and c) felt comfortable talking with coach (<i>Waitlist Survey</i>) ≥85% A/SA DSP Program communicated effectively so they understood expectations (<i>FIG post survey and Spring survey</i>) ≥85% A/SA they feel connected to other DSP students (<i>FIG pre-post survey</i>) ≥85% A/SA they feel comfortable approaching faculty (<i>FIG pre-post survey</i>) <p>1.3 Students gain experiences and perspectives necessary for college success 15-16, 17-18 Fall and Spring</p> <ol style="list-style-type: none"> ≥85% A/SA with quality of DSP services ≥85% A/SA they gained awareness of campus resources ≥4 of 5 mean score on student success measures including belonging, motivation, self-efficacy, self-regulation, and transition to UT (<i>FIG pre-post survey</i>) 	<p>DSP graduates attribute post-graduate success and well-being to DSP initiatives</p> <p>DSP graduates stay socially connected to DSP community</p>

<p>2. Enhance student leader development of marketable professional skills</p>	<p>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:</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>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:</p> <ul style="list-style-type: none"> • DSP services and requirements for students • Public speaking • Stress management • Facilitation • Engagement and motivation <p>Disseminate ongoing newsletters to small group leaders: News items include information about campus events, ideas for getting students involved on campus</p> <p>DSP mentors become CRLA certified starting in August 2016</p> <p>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:</p>	<p>Number of small group leaders who receive training</p> <p>Number of FIG mentors enrolled in UGS 104</p> <p>Number of small group leaders working with MIGs</p>	<p>2.1 DSP student leaders develop professional skills 16-17, 18-19 Fall and Spring</p> <ol style="list-style-type: none"> 1. ≥90% of student leaders A/SA that DSP trainings improved their communication skills, small group facilitation skills, and ability to meet student needs (<i>Student educator survey</i>) 2. ≥80% of student leaders receive at least 25 of 30 score on final writing assignment, indicating that they understand training material (<i>FYE Final writing assignment rubric</i>) 	<p>DSP small group leaders continue to apply professional skills throughout college and beyond</p>
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	<ul style="list-style-type: none"> • Articulating their personal stories • Academic support resources • Campus involvement opportunities • Internal transfer general information 			
3. Enhance student success as they progress at UT	<p>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</p> <p>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</p>	Number and type of DSP program outreach initiatives	<p>3.1 Students successfully progress at UT 16-17, 18-19 Fall and Spring</p> <ol style="list-style-type: none"> 1. 100% successfully transfer to college/major in first 2-years at UT (<i>VCAT/DSAT</i>) 2. ≥90% attribute academic success to DSP services (<i>DSP FIG Survey</i>) 3. Track student engagement in DSP, Sanger, and Vick services, in addition to other campus organizations 4. Track GPA, QDF, scholastic probation rates (<i>Sanger/Vick data</i>) 5. Track retention and graduation rates 	<p>DSP students make timely progress towards graduation (TBD)</p> <p>DSP students attain marketable skills (TBD)</p> <p>DSP graduates are self-sufficient and civically engaged individuals (TBD)</p>