MISSION STATEMENT
Horizons Student Support Services assists students in developing academic, social, and personal skills through holistic services including tutoring, faculty mentoring, peer mentoring, career development, academic support, cultural enrichment, and access to global experiences. These initiatives coupled with a sense of belonging will contribute to a well-rounded and successful Purdue University experience.

VISION STATEMENT
The vision of Horizons Student Support Services (SSS) is to retain and graduate its participants at the highest possible rate with the highest possible grade point average from Purdue University.

PROGRAM GOALS
Horizons Student Support Services will abide by the Department of Education (DOE) rules and regulations in managing the Horizons Student Support Services program by addressing the following DOE approved objectives:

- 93% of all participants served by the SSS project will persist from academic year to the beginning of the next academic year or graduate.
- 95% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.
- 72% of new participants served each year will graduate within six (6) years.

Horizons will:
- Provide preference in employing personnel who have succeeded in overcoming barriers similar to those confronting Horizons’ participants or who display a passion for serving vulnerable student populations.
- Provide a supportive environment that fosters inclusion, familiarity, collaboration, and comprehensive resources that fit student needs.
- Provide specialized student-centered holistic services designed to assist students in exploring their academic, career, social and cultural experiences, strengths, and life goals.
- Provide students with faculty mentors to serve as knowledgeable and experienced guides, caring facilitators, role models, and most of all a trusted ally or advocate.
- Offer peer-to-peer mentoring to help ease new student’s transitions by serving as a source of information, encouragement, and guidance.
- Provide students with ongoing career and professional development.
- Invest time and effort in collaborating across campus to connect to and engage with campus support services.
- Teach curriculum centered on program objectives and developed to aid in overall student success.
- Assess program through the Department of Education yearly Annual Performance Report, learning outcomes, and institutional benchmarks to assess progress in meeting program objectives and provide formative feedback for ongoing program improvement.
- Provide students access to global opportunities through a subsidized cross-cultural study abroad experience.

PROGRAM ELIGIBILITY AND RECRUITMENT

Last Updated: December 19, 2016
A student must be enrolled or accepted for enrollment at Purdue University and must meet at least one of the following criteria:

- A student’s family must meet the federal guideline for income eligibility
- A student must be a first-generation college student (Neither parent have completed a 4-year college degree)
- A student with a disability evidencing academic need

In addition, a student must also meet all of the following criteria:

- Students must have U.S. Citizenship or Legal Resident status
- Qualify for federal financial aid and have a current FAFSA (Free Application for Federal Student Aid) on file
- Apply directly for admission into the Horizons Student Support Services program

**LEARNING OUTCOMES**

As a result of participating in Horizons Student Support Services, students will:

- Acquire the aptitude to successfully navigate pivotal life phases.
- Internalize and demonstrate intrapersonal skills inclusive of self-efficacy, self-reflection, and self-actualization.
- Increase intercultural knowledge to become effectively engaged in a global context.
- Develop personal and professional connections both on and off campus.
- Visit the Horizons office location multiple times throughout the semester to utilize a variety of resources that aid in their overall academic success.

*All learning outcomes are measured yearly through programs and services. Please see Appendix B: Horizons Learning Outcomes 2015-16.

**ASSESSMENT PLAN**

The primary assessment report for the Horizons Student Support Services program is the Annual Performance Report (APR) submitted to the Department of Education. The APR responds directly to the specific objectives established for the Horizons program in the approved grant proposal. The achievement of the federally approved objectives is directly related to the continued funding of the program. The APR information is collected, entered, and submitted by the Horizons’ Director.

The data collected for a formative evaluation plan will be used to provide program staff feedback and recommendations for program improvement. In addition, the data will provide the foundation for a narrative description of what is occurring in the program. The formative evaluation plan consists of both qualitative and quantitative data sources and methods, which will be used to provide a rich narrative description of program implementation and history.

Each program within Horizons is also assessed and evaluated through the establishment of learning outcomes on a semester basis. Several methods (as indicated in the yearly student learning outcomes report) are induced in order to gather information intended to continually evaluate, improve, and/or adjust programming. These programs are:

- First Year Success courses
- Career Lab
- Peer Mentor Training and Practicum
- Tutoring program
- Recitation
- Summer study abroad course
- Advanced Career Development course
The Academic Success Plan (probation process)

For all DOE objectives a summative evaluation is composed utilizing a pre/post, trend methodology to examine changes within Horizons. Further, Horizons assesses using a comparison group approach using Horizons objective outcomes compared with outcomes of eligible non-participants and the average Purdue student by cohort year. To the degree that Horizons students perform equal to or better than the average Purdue student and better than the eligible non-participants on the established outcomes, then there is evidence that the program is having an impact on its participants.

CONTRIBUTIONS TO STUDENT SUCCESS
Horizons Student Support Services contributes to the institutional goal of improving retention rates, graduation rates, GPA and good academic standing, international involvement, and overall student satisfaction by:

- Surpassing Purdue University’s first-year retention rates at a five year average of 92% to 91% and surpassing first-year retention rates of Purdue’s Pell Eligible students not served by Student Success at a five year average of 92% to 87%.
- Providing a hub of support for low-income and/or first-generation Purdue students through tutoring, faculty mentoring, peer mentoring, supplemental instruction, recitation, supplemental academic and career counseling.
- Requiring a first-year success course to improve student study and life skills such as test-taking, note-taking, reading, critical thinking, time management, nutrition, stress management, career development, global experiences, cultural awareness, and financial literacy.
- Providing students an opportunity to participate in a credited global experience program at a subsidized rate.
- Collaborating with campus partners to streamline processes and procedures to alleviate student confusion in navigating a large campus environment.
- Investing in quantitative and qualitative analysis of program successes to better improve in meeting DOE objectives and Purdue University retention goals.

CONTRIBUTIONS TO THE UNIVERSITY’S DIVERSITY ACTION PLAN
The Horizons Student Support Services Program contributes to the Provost’s Advisory Committee on Diversity Action Items in a variety of ways. Please see Appendix A: Horizons contributions to University Diversity Action Plan.

NOTABLE CHANGES FROM 2014-15 ACADEMIC YEAR

- Received the Department of Education Student Support Services TRIO grant award for funding 2015-2020.
- The hiring of a 100% FTE STEM Program Specialist position.
- The hiring of a 100% FTE Assistant Director for Academic Success position.
- Horizons implemented the first collaborative four-week study abroad experience with Purdue Promise. The experience took place in Granada, Spain and Meknes, Morocco. This served as a pilot program for Purdue Promise to institute their own program in 2016.
- Revised and implemented changes to the 2015-2016 academic curriculum.
- Newly implemented staff led weekly Math Review Sessions for interested Horizons students.
- Enhanced the GS 490 section for exploratory students to include a debrief component.
- Increased the recruitment of peer mentors with the expectation of increasing the number of students who receive peer mentoring in 2016-2017.
- Created a Horizons infographic in spring 2016 and included it on the website.
- Included the updated program overview in the student data portion of the website.
• Updated the Horizons website to feature a study abroad page.
• As a result of enrollment management for the STAR recruitment process, targeted outreach efforts were utilized.
• The creation of a financial aid administrator position with Student Success as a pilot program that will serve all access programs including Horizons.

**OUR DATA**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Cohort</th>
<th>Original Cohort</th>
<th>1Y Retention</th>
<th>2Y Retention</th>
<th>3Y Retention</th>
<th>4Y Grad Rate</th>
<th>5Y Grad Rate</th>
<th>6Y Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>Purdue Promise</td>
<td>252</td>
<td>96.08%</td>
<td>81.75%</td>
<td>77.78%</td>
<td>63.25%</td>
<td>56.48%</td>
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<td></td>
<td>TFC only</td>
<td>225</td>
<td>88.00%</td>
<td>86.40%</td>
<td>82.40%</td>
<td>57.00%</td>
<td>79.20%</td>
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<tr>
<td></td>
<td>Pell Eligible only</td>
<td>2266</td>
<td>84.99%</td>
<td>78.09%</td>
<td>74.15%</td>
<td>43.43%</td>
<td>68.28%</td>
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</tr>
<tr>
<td></td>
<td>Horizons</td>
<td>113</td>
<td>96.46%</td>
<td>84.07%</td>
<td>81.42%</td>
<td>64.25%</td>
<td>72.57%</td>
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</tr>
<tr>
<td></td>
<td>University Rate</td>
<td>6680</td>
<td>90.57%</td>
<td>84.34%</td>
<td>89.95%</td>
<td>51.49%</td>
<td>74.19%</td>
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<tr>
<td>2012-13</td>
<td>Purdue Promise</td>
<td>244</td>
<td>88.93%</td>
<td>81.15%</td>
<td>77.46%</td>
<td>56.69%</td>
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<td>74.45%</td>
<td>43.26%</td>
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<tr>
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<td>Pell Eligible only</td>
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<td>Horizons</td>
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<td>88.21%</td>
<td>55.17%</td>
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<tr>
<td></td>
<td>University Rate</td>
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<td>91.01%</td>
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<td>55.85%</td>
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<td>2013-14</td>
<td>Purdue Promise</td>
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<td>126</td>
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<td>73.81%</td>
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<td>Pell Eligible only</td>
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<td>81.07%</td>
<td>78.47%</td>
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<tr>
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<td>78.56%</td>
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<tr>
<td></td>
<td>University Rate</td>
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<td>83.45%</td>
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<td>2014-15</td>
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<td>85.37%</td>
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<td>93.13%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pell Eligible only</td>
<td>688</td>
<td>90.26%</td>
<td>84.16%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Horizons</td>
<td>63</td>
<td>92.06%</td>
<td>88.89%</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>University Rate</td>
<td>6608</td>
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<td>88.03%</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>Purdue Promise</td>
<td>347</td>
<td>90.20%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TFS only</td>
<td>215</td>
<td>87.44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pell Eligible only</td>
<td>739</td>
<td>88.36%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Horizons</td>
<td>75</td>
<td>86.67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Rate</td>
<td>6535</td>
<td>91.76%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Please note, Purdue Promise and TFCs are Scholarship programs, Horizons does not provide scholarships to its participants.

**OUR STORY**

Horizons Student Support Services is a federally funded TRIO Program that was authorized by the Higher Education Amendments of 1968. The name TRIO stands for the original three programs that were initiated by the U.S. Department of Education and were the first national college access and retention programs to address the serious social and cultural barriers to education in America. TRIO began as part of President Lyndon B. Johnson's War on Poverty. The TRIO programs were originally established by the federal government in 1965 to ensure equal educational opportunity for all Americans, regardless of race, ethnic background, or economic circumstances. Horizons Student Support Service has been serving Purdue University since 1978 and served under the Vice President of Student Affairs until July 2014 when the university transitioned the program under the Department of Student Success. In an effort to streamline process and create synergies between like programs, Horizons is organizationally situated with the Purdue Promise program as well as the 21st Century Scholar Program. Horizons is currently the largest TRIO SSS program in the state of Indiana.

Horizons staff members interact with several special groups on campus throughout the academic year that are vital to the marketing and branding efforts of the program. These special on-campus groups include: the Disability Resource Center, Diversity & Inclusion, the Black Cultural Center, the Latino Cultural Center, the Native American Educational and Cultural Center, Asian American and Asian Resource Center, Lesbian, Gay, Bisexual, Transgender, and Queer Center, International Programs, Office of Programs for Study Abroad, Business Opportunity Program, Minority Engineering Program,
Horizons has been approved by the Department of Education to serve 340 students and recruits approximately 80 incoming freshmen per year. The preparation for identifying freshmen participants prior to the fall semester begins in May once all students have declared enrollment at Purdue University. Students are invited to learn about the program based off of a generated list from the Division of Financial Aid. The list is composed of students who meet the federal guidelines for income eligibility and students who are not participating in the Purdue Promise program. These students are invited to visit us during their STAR orientation on campus to learn about our program and if interested complete the application for participation and register for our General Studies 199 or 490 course. Academic advisors also serve as a natural and important conduit in informing prospective participants about the Horizons program during their meetings with students during STAR. Each year Horizons will take a selected few upperclassman that have been referred to the program through campus, alumni, or TRIO partner referrals.

**YEARLY CYCLE & TIMELINE**

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>• Horizons GS 199 &amp; 490: Strategies for a Successful Freshman Year</td>
</tr>
<tr>
<td></td>
<td>• EDPS 301: Peer Mentor Practicum course</td>
</tr>
<tr>
<td></td>
<td>• Development of assessment tools</td>
</tr>
<tr>
<td></td>
<td>• Administration of “pre” surveys to select course participants</td>
</tr>
<tr>
<td></td>
<td>• Summer tutoring</td>
</tr>
<tr>
<td></td>
<td>• Ongoing advising and student meeting sessions</td>
</tr>
<tr>
<td></td>
<td>• Staff retreat</td>
</tr>
<tr>
<td></td>
<td>• Host off campus groups for campus tours and information sessions</td>
</tr>
<tr>
<td></td>
<td>• Solicit volunteers for fall programming</td>
</tr>
<tr>
<td>September</td>
<td>• Fall tutoring begins</td>
</tr>
<tr>
<td>October</td>
<td>• Supplemental Instruction first year students</td>
</tr>
<tr>
<td>November</td>
<td>• Faculty Mentor/Mentee match</td>
</tr>
<tr>
<td></td>
<td>• Outreach to upper-class students who are not on good academic standing (ASP)</td>
</tr>
<tr>
<td></td>
<td>• Collaboration with Horizons Student Support Services club for a football tailgate</td>
</tr>
<tr>
<td></td>
<td>• Study Abroad Thessaloniki, Greece post event</td>
</tr>
<tr>
<td></td>
<td>• Study Abroad Thessaloniki, Greece comprehensive report finalized</td>
</tr>
<tr>
<td></td>
<td>• Recruitment of 2016 peer mentors</td>
</tr>
<tr>
<td></td>
<td>• Begin publicizing the May 2016 study abroad experience</td>
</tr>
<tr>
<td></td>
<td>• Publicize the spring 2016 Advanced Career Development course</td>
</tr>
<tr>
<td></td>
<td>• Ongoing advising and student meeting sessions</td>
</tr>
<tr>
<td></td>
<td>• Ongoing staff meetings</td>
</tr>
<tr>
<td></td>
<td>• Professional development attendance</td>
</tr>
<tr>
<td></td>
<td>• Present at 2 professional development events</td>
</tr>
<tr>
<td></td>
<td>• Chemistry study sessions</td>
</tr>
<tr>
<td>December</td>
<td>• Study Abroad information sessions</td>
</tr>
<tr>
<td>Month</td>
<td>Activities</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|                       | • End of the year course assessments  
|                       | • Tutoring  
|                       | • Supplemental Instruction first year students  
|                       | • Chemistry study sessions  
|                       | • Ongoing advising and student meeting sessions  
|                       | • Ongoing staff meetings  
|                       | • Faculty Mentor Reception  
| January                | • Spring 2016 Advanced Career Development Course  
|                       | • EDPS: 301 Peer Mentor Training I  
| February               | • Outreach to students who are not in good academic standing (ASP)  
|                       | • Study abroad applications due  
| March                  | • Study abroad pre-departure meetings  
|                       | • Host off campus groups for campus tours and information sessions  
|                       | • Department of Education Annual Progress Report  
|                       | • Tutoring  
|                       | • Math study sessions  
|                       | • Ongoing advising and student meeting sessions  
|                       | • Ongoing staff meetings  
| April                  | • Study abroad pre-departure meetings  
| May                    | • Purdue Day of Giving  
| June                   | • Program and course assessments  
| July                   | • Tutoring  
|                       | • Host off campus groups for campus tours and information sessions  
|                       | • Study abroad 2016  
|                       | • STAR preparation, outreach, and recruitment  
|                       | • Study abroad 2015 assessment  
|                       | • Ongoing advising and student meeting sessions  
|                       | • Ongoing staff meetings  

**BENCHMARK PROGRAMS**

Horizons Student Support Services benchmarks against the following Student Support Services TRIO programs:

- All Indiana SSS Programs
- Michigan State University
- The University of Wisconsin-Madison
- University California-Berkeley
- Bowling Green State University
- Massachusetts Institute of Technology

Horizons Student Support Services benchmarks against the following Purdue University populations:

- Purdue Promise
- Purdue Bound
- Eligible SSS students who are not in Horizons, Purdue Promise, 21st Century Scholars and/or Purdue Bound
- All Purdue University students
• Pell-eligible 4-year public college students in the state of Indiana (in state and out of state students)

STUDY ABROAD

Purdue University’s Horizons study abroad experiences expand global educational opportunities for traditionally underrepresented groups. According to the International and Educational Exchange Generation Abroad initiative, students who study abroad represent less than 10% of the 2.6 million students graduating with an associates or baccalaureates degree each year. The number for first-generation, low-income, and underrepresented minority students is significantly less. There is a movement that seeks to address this gap by educators nationwide but there is still significant work that remains to be done. Access to international opportunities is a barrier for underserved populations. Specifically, the paramount costs associated with courses abroad makes these opportunities near impossible. Oftentimes, students worry about the countless reasons why they should not or cannot study abroad. Horizons has developed a tailored program that addresses student concerns through a holistic process that seeks to change student perceptions, address misconceptions, and provide students with an all-inclusive experience for nearly 65% less cost than a traditional short-term study abroad program at Purdue.

• 101 participants have studied abroad with Horizons since its inception in 2012, 9 of those students were repeat study abroad participants and 9 were Purdue Promise students.
• Study Abroad experiences have included Cape Town, South Africa; San Jose, Costa Rica; Valencia, Spain; Thessaloniki, Greece; Granada, Spain, and Meknes Morocco.
• 48% of study abroad participants are underrepresented minorities.
• The average cumulative GPA of a study abroad cohort is 3.09.

<table>
<thead>
<tr>
<th>Year (summer)</th>
<th>%Male</th>
<th>%Female</th>
<th>STEM</th>
<th>On-Time Graduates</th>
<th>Enrolled Fall 2016</th>
<th>No degree/Not Enrolled</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 n=15</td>
<td>44%</td>
<td>56%</td>
<td>50%</td>
<td>94%</td>
<td>0%</td>
<td>6%</td>
<td>94%</td>
</tr>
<tr>
<td>2013 n=20</td>
<td>30%</td>
<td>70%</td>
<td>70%</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td>90%</td>
</tr>
<tr>
<td>2014 n=20</td>
<td>20%</td>
<td>80%</td>
<td>45%</td>
<td>30%</td>
<td>65%</td>
<td>5%</td>
<td>95%</td>
</tr>
<tr>
<td>2015 n=21</td>
<td>14%</td>
<td>86%</td>
<td>67%</td>
<td>10%</td>
<td>90%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>2016 n=16</td>
<td>25%</td>
<td>75%</td>
<td>46%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Overall to date n=93</td>
<td>26%</td>
<td>74%</td>
<td>55%</td>
<td>43%</td>
<td>57%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

OPPORTUNITIES FOR FUNDRAISING AND DEVELOPMENT

Areas of need:

• Continue to increase outreach efforts and promotion of Purdue Day of Giving.
• Development of a Horizons scholarship fund based on merit and participation, or professional development support such as conference registration, membership dues, GRE/GMAT exam fees, etc.
• Creation of a research program for Horizons students specifically in STEM (65% of Horizons students are in STEM majors) where students can conduct research for a semester or possibly a year led by a faculty member on campus. Through the research program, a group of approximately 10-15 students would conduct research and present their findings at the conclusion of the program. Possible incentives: student and supplies stipend.
• Funding for a Horizons participant retreat or conference that will allow for participation beyond the freshman year (possible Purdue Promise collaboration).
• Sponsored career site visits for Horizons students to corporations such as Eli Lily in Indianapolis, or a visit to the state capital for students who are interested in government.
• Directed assistance from the development office to secure discretionary gifts from alumni and donors to aid Horizons and provide students services not covered in grant funds.
• Institutionalizing a specialty tutoring position that will oversee tutoring for access programs that include: Veterans Success Center, Span Plan, Purdue Promise, and the Disability Resource Center. This position would report directly to the Horizons STEM Program Specialist.
• Funding to integrate an etiquette dinner portion into the Horizons Advanced Career course.
• Funding for Mortar Boards (academic planners) for freshman Horizons participants in utilizing integrative knowledge in achieving a degree of time management and organization skills necessary for college success.
• Funding to provide Horizons graduates a stole indicating a Horizons distinction and to serve as a keepsake for students involved in the program.
• Support and commitment to boost visibility for the 40th Anniversary of Horizons Student Support Services in the form of a campaign.
• Ongoing funding for the financial aid administrator initiative.

**LEGEND**
1. DOE=Department of Education
2. SSS=Student Support Services
3. GS=General Studies
4. APR=Annual Performance Report
5. STEM=Science, Technology, Engineering, Math
6. GAS=Good Academic Standing
7. ASP=Academic Success Plan
Serving Purdue University since 1976, Horizons Student Support Services has provided first-generation, low-income students a quintessential home away from home. At Horizons, students will find themselves in a welcoming environment where various personalities, cultures, and ideas meld together to create long-lasting relationships. Through a comprehensive suite of services, Horizons ensures students can develop a holistic set of academic, social, and personal skills that will contribute to their overall success.

Guidance
- Academic Advising
- Career Counseling
- Peer Mentoring

Enrichment
- Cultural Awareness
- Global Access

Resources
- Tutoring
- Supplemental Instruction
- Freshman Seminars
- Computer Labs
- Free Printing

First Year Retention*
93.24% Horizons
91.6% University

"The staff and students at Horizons have been my family throughout my college career. I am not sure who I would be, or where I would be, without them. I am so grateful for everyone in the program.”
-Courtney Emerick, Psychology

"Horizons has been an island of certainty in a sea of doubts. I have the privilege of knowing Horizons will always be there and having this kind of support is uplifting.”
- Alan Min, Mathematics

"Because of Horizons, I’ve learned how to be successful inside and outside of the classroom. I can truly say that without Horizons, I wouldn’t be where I am now.”
- Mel Dre King, Industrial Technology

Located in the Krach Leadership Center
www.purdue.edu/horizons horizons@purdue.edu 765-494-7094 Room 329

*Based on average first-year retention from 2011-2014
Appendix A: Horizons contributions to University Diversity Action Plan

The Horizons Student Support Services Program contributes to the Provost’s Advisory Committee on Diversity Action Items in a variety of ways.

a. Goal 1: Increase Diversity in new student enrollment
   i. Intentional outreach to prospective Horizons students utilizing multiple characteristic filters based on race/ethnicity, test scores, low-income and first-generation, and out of state status.

b. Goal 2: Retain Diverse Students
   i. Horizons Demographics
      1. 100% Low Income eligible
      2. 60% Low income & First Generation
      3. 31% Underrepresented Minority Students
      4. 82% In-state/18% Out-of-state
      5. 61% Female/39% Male
      6. 60% STEAM

   ii. In Terrell Strayhorn’s College Students’ Sense of Belonging: A Key to Educational Success for All Students he indicates that the concept of belonging becomes the key to a person’s sense of self and the feeling that his or her efforts are valued, both of which in turn impact student persistence and success in college. An absence of sense of belonging leads to decreased or diminished interest and engagement in ordinary life activities (p. 9). The Horizons team take pride in our efforts to develop individualized relationships with students and foster a welcoming atmosphere to create a home away from home for students.

c. Goal 3: Increase diversity in Faculty and Staff Hiring
   i. The Department of Education specifically asks for all grants to develop a plan to attract staff similar to Horizons’ students.

   ii. All Horizons human resources postings indicate candidate cultural awareness and sensitivity by including the following statement: The candidate must have a demonstrated sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, ethnic backgrounds, and physical and learning abilities of students.

   iii. The Horizons Director will highly consider candidates that fit within the multi-characteristic framework of a traditionally underserved background. In lieu of this, it is required that the candidate have a deep understanding and compassion for the specific demographic Horizons serves.

   iv. The Horizons program has a diverse staff which well represents the diversity of the students served. The Horizons program currently employs a culturally sensitive and competent team of professionals who go above and beyond to not only provide academic services but to create lasting relationships that in and of itself improves retention within the program.

   v. All work study participants must be members of Horizons to apply and fill a work study position. All participants are encouraged to apply for a tutoring or supplemental instructor
position if they are academically proficient in a particular subject area. On average, 25% of the tutors and supplemental instructors that Horizons hires are participants.

d. **Goal 4: Retain diverse faculty and staff members**
   
i. Sense of belonging is equally important for staff as it is for students. Horizons leadership respects all team members as complete individuals and makes it a point to foster a culture of communicating openly and inclusively.

   
   ii. The value of the individual is based in empowerment to carry out and implement their role, provide flexibility in the workplace, and provide a safe space where they feel comfortable to share and receive.

   iii. Team members are provided with encouragement to be advocates for the program and their passions. This increases their knowledge, deeper understanding of the program and everyday interactions. Overall, individual employees become invested in not only the culture but have a substantive buy-in to the TRIO brand.

   iv. Professional development opportunities are provided within the budgetary constraints of the program and are heavily encouraged. All employees are provided with support to present locally, at the state and regionally, and at the national level.

e. **Goal 5: Embed diversity in the curriculum and create inclusive classroom settings & Goal 6: Provide co-curricular activities in support of the diversity and inclusion mission**
   
i. Intentionally embed student learning outcomes based in the following cultural competency created at the university wide level:

   1. Diversity & Intercultural Development includes awareness and appreciation of diversity and multiculturalism, working with peers from diverse backgrounds, and the adoption of a global perspective.

   2. Integrate assignments and initiatives that promote diversity within each of the offered Horizons courses.

   3. Evaluate and assess student learning outcomes from year-to-year.

   4. Both a curricular and co-curricular offering, Horizons study abroad provides students:

   a. An in-depth knowledge of the intercultural development inventory with pre and post testing. Cultural competencies are revisited during debriefing sessions.

   b. The study abroad experience offers students an open and safe space to discuss cultural, global, and personal experiences abroad.

f. **Goal 7: Educate leaders to foster diversity and inclusion & Goal 8: Inspire involvement in enhancing diversity and inclusion, and reward a culture shift**
   
i. Those who serve Horizons are encouraged to participate in and present within a professional development capacity to educate about best practices and particular passions that foster knowledge about the diverse population we serve.

   ii. It is important that leadership instils a sense of trust within the Horizons team to openly discuss issues in diversity within the program and Purdue.
iii. Horizons Faculty Mentor Program is seasoned and committed to recognizing faculty who are committed to support diverse student populations at Purdue.

iv. As leaders on campus in serving vulnerable populations, Horizons team members are empowered to advocate on the program’s behalf.

v. Horizons intentionally collaborates with various campus stakeholders that serve diverse populations and creates partnerships with those who seek to increase their involvement.

g. **Goal 9: Coordinate and communicate diversity and inclusion efforts** &

**Goal 10: Evaluate progress in diversity plans and ensure accountability**

i. Horizons has developed holistic evaluation and reporting efforts available for best practices. Communicating outcomes and making program reports available creates a sense of controlled checks and balances amongst all stakeholders.

ii. Horizons integrates formative assessment practices into the workplace culture, this process happens throughout the year and contributes to the summative data. Student learning outcomes are also heavily evaluated and available to the campus community.

iii. Availability of assessment results are displayed on the website for accountability and transparency purposes.

2. The Horizons Student Support Services Program aspires to contribute to the Provost’s Advisory Committee on [Diversity Action Items](#) in the following ways.

   i. Continue to re-evaluate course content and further embed diversity into classroom lessons. Focusing on discussion based/experiential learning experiences (e.g. guest speakers, activities, etc.)

   ii. Coordinate with the Horizons Student Support Club to incorporate diversity into planned activities.

   iii. Horizons will highlight additional opportunities for students to interact with various campus resources and offices which support diversity and inclusion.

   iv. Horizons will encourage student attendance to events hosted by various cultural centers and on-campus groups in order to experience the variety of cultures and perspectives present across campus.

   v. Horizons staff will extend the discussion of cultural competency and issues in diversity to the Horizons student population, in order to empower students to be diversity advocates within their own communities.

   vi. All Horizons staff should be trained and certified in the Intercultural Development Inventory in order to participate as a study abroad leader. This empowers instructors with the strength, knowledge power, and confidence to guide students.

   vii. Continue to encourage and empower staff to serve as advocates for issues in Diversity & Inclusion.
Program Outcomes Results
Summary List (Portrait)

PWL: Co-Curricular (Co-Curr) - Horizons

Assessment Unit Contact(s): Rosa Villarreal

Mission Statement: The mission of Horizons Student Support Services is to assist students in developing academic, social, and personal skills through holistic services including tutoring, faculty mentoring, peer mentoring, career development, academic support, cultural enrichment, and access to global experiences. These initiatives coupled with a sense of belonging will contribute to a well-rounded and successful Purdue University experience.

Vision Statement: The vision is to retain and graduate its participants at the highest possible rate with the highest possible grade point average from Purdue University.

Learning Outcome: Career Development Course #1

90% of students will gain a deeper insight into their strengths as they relate to the work place as evidenced by taking the Strengths Quest Assessment and class participation.

Outcome Status: Active


Start Date-When outcome status became active: 09/01/2014

Assessment Tools

<table>
<thead>
<tr>
<th>Other</th>
<th>Strengths Quest Assessment (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>90% will complete the assessment</td>
</tr>
</tbody>
</table>

Results

<table>
<thead>
<tr>
<th>Results from AY</th>
<th>2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met</td>
<td>Yes</td>
</tr>
<tr>
<td>Target Met</td>
<td>100%</td>
</tr>
</tbody>
</table>

Action Plan for Closing the Loop

Action Plan for Closing the Loop: In the future, most students will have already taken the Strengths test. Spring 2018 we will need to revise how we use the information or eliminate this component of class. (07/15/2016)

<table>
<thead>
<tr>
<th>Results from AY</th>
<th>2014 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met</td>
<td>Yes</td>
</tr>
<tr>
<td>Target Met</td>
<td>100%</td>
</tr>
</tbody>
</table>

Summary & Analysis: No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year.

Action Plan for Closing the Loop

Action Plan for Closing the Loop: No action required (08/25/2015)

<table>
<thead>
<tr>
<th>Participation - class participation (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
</tr>
<tr>
<td>90%</td>
</tr>
</tbody>
</table>

Results

<table>
<thead>
<tr>
<th>Results from AY</th>
<th>2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Met</td>
<td>Yes</td>
</tr>
<tr>
<td>Target Met</td>
<td>100%</td>
</tr>
</tbody>
</table>

Action Plan for Closing the Loop
PWL: Co-Curricular (Co-Curr) - Horizons

**Action Plan for Closing the Loop:** In the future, most students will have already taken the Strengths test. Spring 2018 we will need to revise how we use the information or eliminate this component of class. (07/23/2015)

**Results from AY:** 2014 - 2015
**Target Met:** Yes
100% participated at the appropriate level

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

**Related Co-curricular Domains**

<table>
<thead>
<tr>
<th>Co-Curricular Outcomes Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Preparation</strong> - Develop &amp; demonstrate understanding of professional strengths &amp; interests &amp; relate them to academic major &amp; career goals, gain relevant experience to expand skills &amp; knowledge of career fields &amp; exhibit ability to effectively market skills to employers &amp; faculty.</td>
</tr>
</tbody>
</table>

**Learning Outcome:** Career Development Course #2

90% of students will expand their resume writing and interviewing skills as evidenced by earning a passing grade on their resume assignment and mock interviews.

**Outcome Status:** Active
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016
**Start Date-When outcome status became active:** 09/01/2014

**Assessment Tools**

<table>
<thead>
<tr>
<th>Homework/In-Class Assignment - resume assignment (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong> 90% will earn a passing grade</td>
</tr>
</tbody>
</table>

**Results**

**Results from AY:** 2015 - 2016
**Target Met:** Yes
100%

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Include additional language... and mock interviews administered by the CCO. (07/15/2016)

**Results from AY:** 2014 - 2015
**Target Met:** Yes
100 % earned a passing grade

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

**Other - mock interview grade (Active)**

| Target: 90% will earn a passing grade |

**Results**

**Results from AY:** 2015 - 2016
**Target Met:** Yes
100% earned a passing grade

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Include additional language... and mock interviews administered by the CCO. (08/25/2015)
Results from AY: 2014 - 2015  
Target Met: Yes  
100% earned a passing grade

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

---

**Related Co-curricular Domains**

**Co-Curricular Outcomes Reporting**

**Career Preparation** - Develop & demonstrate understanding of professional strengths & interests & relate them to academic major & career goals, gain relevant experience to expand skills & knowledge of career fields & exhibit ability to effectively market skills to employers & faculty.

---

**Learning Outcome : Career Development Course #3**

90% of students will develop financial literacy skills demonstrated by successful completion of the budget assignment with a C or higher and by class participation.

**Outcome Status:** Active  
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016  
**Start Date-When outcome status became active:** 09/01/2014

**Assessment Tools**

**Homework/In-Class Assignment** - budget assignment (Active)

**Target:** 90% will earn a C or higher

---

**Results**

**Results from AY:** 2015 - 2016  
**Target Met:** Yes  
100%

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** The grade will be changed to a B or higher to increase the difficulty of achievement. (07/15/2016)

**Results from AY:** 2014 - 2015  
**Target Met:** Yes  
100% earned a C or higher

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

---

**Other** - class participation (Active)

**Target:** 90%

---

**Results**

**Results from AY:** 2015 - 2016  
**Target Met:** Yes  
100%

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** The grade will be changed to a B or higher to increase the difficulty of achievement. (07/15/2016)

**Results from AY:** 2014 - 2015  
**Target Met:** Yes  
100% earned a C or higher
Target Met: Yes
100% achieved appropriate class participation

Action Plan for Closing the Loop:
No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Related Co-curricular Domains

Co-Curricular Outcomes Reporting

Personal Development - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths & weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.

Learning Outcome: Peer Mentor Training #1

As a result of completing this course, 95% of HORIZONS peer mentors will demonstrate a thorough understanding of mentoring and interpersonal skills as outlined in Tindall’s Peer Power Workbook and Hill’s Helping Skills as evidenced by evaluation results and passing the following with B or higher: course requirements, and final grades.

Outcome Status: Active
Start Date-When outcome status became active: 09/01/2014

Assessment Tools

Other - Role playing activities (Active)
Target: 95% will earn a grade of B or higher on their role playing activities

Results

Results from AY: 2015 - 2016
Target Met: Yes
100%

Action Plan for Closing the Loop:
To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% met this outcome

Action Plan for Closing the Loop:
No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Journal/Reflection/Discussion - Weekly reflection (Active)
Target: 95% will earn a grade of B or higher on their weekly reflections

Results

Results from AY: 2015 - 2016
Target Met: Yes
100%

Action Plan for Closing the Loop:
To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% met this outcome

Action Plan for Closing the Loop:
No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)
PWL: Co-Curricular (Co-Curr) - Horizons

**Target Met:** Yes
100% earned a b or higher

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

**Course Grade** - Course grade (Active)
**Target:** 95% will earn a course grade of B or higher

**Results**

Results from AY: 2015 - 2016
Target Met: Yes
100%

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% earned a B or higher

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

**Related Co-curricular Domains**

Co-Curricular Outcomes Reporting

**Collaboration & Interpersonal Skills** - Seek help from others, offer help to others, work cooperatively with others, manage interpersonal conflicts, demonstrate effective communication skills.

**Personal Development** - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths & weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.

**Learning Outcome : Peer Mentor Training #2**

As a result of completing this course, 95% of HORIZONS peer mentors will successfully self-assess their mentoring skills as evidenced by evaluation results and passing the following with a B or higher: course requirements, and final grades.

**Outcome Status:** Active

**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016

**Start Date-When outcome status became active:** 09/01/2014

**Assessment Tools**

**Other** - One-On-One Instructor Meetings (Active)

**Target:** 95%

**Results**

Results from AY: 2015 - 2016
Target Met: Yes
100%

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** To reflect a more transparent process we will change the letter grade to a percentage. The
PWL: Co-Curricular (Co-Curr) - Horizons

Results from AY: 2014 - 2015
Target Met: Yes
100% passed with a B or higher

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Journal/Reflection/Discussion - Weekly reflection (Active)
Target: 95% will earn a grade of B or higher on their weekly reflections

Results from AY: 2015 - 2016
Target Met: Yes
100%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% earned a B or higher

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Course Grade - Course grade (Active)
Target: 95% will earn a course grade of B or higher

Results from AY: 2015 - 2016
Target Met: Yes
100%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% earned a B or higher

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Related Co-curricular Domains

Co-Curricular Outcomes Reporting

Personal Development - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths & weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.

Learning Outcome: Peer Mentor Training #3
PWL: Co-Curricular (Co-Curr) - Horizons

As a result of completing this course, 95% of HORIZONS peer mentors will develop an understanding of support services available on Purdue’s campus as evidenced by passing all course requirements with a B or higher.

Outcome Status: Active
Start Date-When outcome status became active: 09/01/2014

Assessment Tools

Other - Role playing activities (Active)
Target: 95% will earn a grade of B or higher on their role playing activities

Results
Results from AY: 2015 - 2016
Target Met: Yes
100%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% earned a B or higher

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Journal/Reflection/Discussion - Weekly reflection (Active)
Target: 95% will earn a grade of B or higher on their weekly reflections

Results
Results from AY: 2015 - 2016
Target Met: Yes
100%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% earned a B or higher

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Course Grade - Course grade (Active)
Target: 95% will earn a course grade of B or higher

Results
Results from AY: 2015 - 2016
Target Met: Yes
100%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)
Results from AY: 2014 - 2015
Target Met: Yes
100% earned a B or higher

Action Plan for Closing the Loop
**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Related Co-curricular Domains

<table>
<thead>
<tr>
<th>Co-Curricular Outcomes Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aesthetic Engagement</strong> - Participate in the arts, appreciates the arts, raise awareness of the arts</td>
</tr>
</tbody>
</table>

Learning Outcome: Peer Mentor Training #4

95% of HORIZONS peer mentors will take part in planning and implementing a semester long action project that will develop leadership and teamwork skills as evidenced by passing course requirements with a B or higher, instructor observation, and a passing final grade.

**Outcome Status:** Active

**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016

**Start Date-When outcome status became active:** 09/01/2014

Assessment Tools

<table>
<thead>
<tr>
<th>Other - Instructor Observation (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 95%</td>
</tr>
</tbody>
</table>

Results

**Results from AY:** 2015 - 2016
Target Met: Yes
100%

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

**Results from AY:** 2014 - 2015
Target Met: Yes
100% earned a B or higher

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

**Course Grade** - Course grade (Active)

| Target: 95% will earn a passing grade |

**Results**

**Results from AY:** 2015 - 2016
Target Met: Yes
100%

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

**Results from AY:** 2014 - 2015
Target Met: Yes

08/25/2015
**PWL: Co-Curricular (Co-Curr) - Horizons**

100% earned a passing grade

**Action Plan for Closing the Loop**

Action Plan for Closing the Loop: No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

**Journal/Reflection/Discussion - Weekly reflection (Active)**

Target: 95%

**Results**

Results from AY: 2015 - 2016
Target Met: Yes
100%

**Action Plan for Closing the Loop**

Action Plan for Closing the Loop: To reflect a more transparent process we will change the letter grade to a percentage. The percentage will be 85% or higher. (07/15/2016)

**Related Co-curricular Domains**

Co-Curricular Outcomes Reporting

- **Leadership** - Develop leadership skills, develop group motivation skills, effectively communicate intentions & expectations to groups, demonstrate understanding of group dynamics.
- **Volunteerism, Civic Engagement, & Citizenship** - Understanding of issues relevant to the Purdue & Lafayette/West Lafayette communities, seek to improve the Purdue & Lafayette/West Lafayette communities, actively participates in the Purdue & Lafayette/West Lafayette communities.

**Learning Outcome : Peer Mentor Practicum #1**

90% of HORIZONS peer mentors will demonstrate effective leadership skills as evidenced by guiding their group of 3-5 mentees through weekly in-class activities, course requirements and a course semester grade of B or higher.

Outcome Status: Active


Start Date-When outcome status became active: 09/01/2015

**Assessment Tools**

Other - Self-evaluation Guiding 3-5 Mentees through weekly in-class activities (Active)

Target: 90% of students will guide mentees through weekly in-class activities

**Results**

Results from AY: 2015 - 2016
Target Met: Yes
100%

**Action Plan for Closing the Loop**

Action Plan for Closing the Loop: No action required (09/23/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% met the target

**Course Grade - Course grade (Active)**

Target: 90% of students will earn a B or higher

10/19/2016
## PWL: Co-Curricular (Co-Curr) - Horizons

### Results

<table>
<thead>
<tr>
<th>Results from AY</th>
<th>Target Met</th>
<th>Target Met Status</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 - 2016</td>
<td>No</td>
<td>No</td>
<td>07/15/2016</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>Yes</td>
<td>Yes</td>
<td>02/24/2015</td>
</tr>
</tbody>
</table>

**Action Plan for Closing the Loop**
- No action required (02/24/2015)

### Related Co-curricular Domains

- **Collaboration & Interpersonal Skills** - Seek help from others, offer help to others, work cooperatively with others, manage interpersonal conflicts, demonstrate effective communication skills.
- **Leadership** - Develop leadership skills, develop group motivation skills, effectively communicate intentions & expectations to groups, demonstrate understanding of group dynamics.
- **Volunteerism, Civic Engagement, & Citizenship** - Understanding of issues relevant to the Purdue & Lafayette/West Lafayette communities, seek to improve the Purdue & Lafayette/West Lafayette communities, actively participates in the Purdue & Lafayette/West Lafayette communities.

### Learning Outcome: Peer Mentor Practicum #2

90% of Horizons peer mentors will apply techniques learned in the peer mentor training course to effectively work with and develop meaningful relationships with their mentees as evidenced by increasing by an average of one point across 8 likert scales based in self evaluation and passing the course with a B or higher.

**Outcome Status:** Active  
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016  
**Start Date-When outcome status became active:** 09/01/2014

**Assessment Tools**
- **Other** - Self-evaluation (Active)  
- **Target:** 90% will show an average increase of one point across 8 likert scales
## Results

### Results from AY: 2015 - 2016

**Target Met:** No  
1%

### Action Plan for Closing the Loop

**Action Plan for Closing the Loop:** SLO needs to be reworded to indicate: "... as evidenced by increasing by an average of .1 unless already meeting the threshold across 8 likert scales based in self-evaluation and passing the course with a B or higher. Only 1/8 increased by one whole point, this was an overlook on our part in determining the appropriate increase. (09/23/2016)

### Results from AY: 2014 - 2015

**Target Met:** Yes  
90% met the target

### Action Plan for Closing the Loop

**Action Plan for Closing the Loop:** No action required (02/24/2015)

## Course Grade - Course grade (Active)

**Target:** 90% of students will earn a B or higher

### Results

**Results from AY: 2015 - 2016**  
07/15/2016

**Target Met:** No  
88%

### Action Plan for Closing the Loop

**Action Plan for Closing the Loop:** SLO needs to be reworded to indicate: "... as evidenced by increasing by an average of .1 unless already meeting the threshold across 8 likert scales based in self-evaluation and passing the course with a B or higher. Only 1/8 increased by one whole point, this was an overlook on our part in determining the appropriate increase. (09/23/2016)

**Results from AY: 2014 - 2015**  
02/24/2015

**Target Met:** Yes  
90% met the target

### Action Plan for Closing the Loop

**Action Plan for Closing the Loop:** No action required (02/24/2015)

## Related Co-curricular Domains

### Collaboration & Interpersonal Skills - Seek help from others, offer help to others, work cooperatively with others, manage interpersonal conflicts, demonstrate effective communication skills.

## Learning Outcome : Peer Mentor Practicum #3

100% of Horizons peer mentors will demonstrate organizational and interpersonal skills as evidenced by the planning and implementation of 3 out of 4 safe and appropriate outside-class activities with their mentee groups.

### Outcome Status:

**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016  
**Start Date-When outcome status became active:** 09/01/2014

## Assessment Tools

### Other - Activity log & participation (Active)

**Target:** 100% will plan and implement 3 out of 4 activities

## Results
**PWL: Co-Curricular (Co-Curr) - Horizons**

**Results from AY:** 2015 - 2016  
Target Met: Yes  
100%  
07/15/2016

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Requirement changed per lab course, 2 for one class and 4 for the other. Percentage is based off of total participation. (07/15/2016)

**Results from AY:** 2014 - 2015  
Target Met: Yes  
100% met the target  
02/24/2015

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action required (02/24/2015)

**Related Co-curricular Domains**

**Leadership** - Develop leadership skills, develop group motivation skills, effectively communicate intentions & expectations to groups, demonstrate understanding of group dynamics.

**Personal Development** - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths & weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.

**Learning Outcome : Peer Mentor Practicum #4**

90% of Horizons peer mentors communicate continued understanding of their strengths and weaknesses related to being a mentor (leadership, communication, planning, etc...) as evidenced by attending reflection sessions with the instructor and recieving a course semester grade of B or better.

**Outcome Status:** Active  
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016  
**Start Date-When outcome status became active:** 09/01/2014

**Assessment Tools**

**Journal/Reflection/Discussion** - reflection sessions with course instructor (Active)  
**Target:** 90% will meet attendance requirements

**Results**

**Results from AY:** 2015 - 2016  
Target Met: Yes  
100%  
07/15/2016

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action required (07/15/2016)

**Results from AY:** 2014 - 2015  
Target Met: Yes  
90% met the target  
02/24/2015

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action required (02/24/2015)

**Course Grade** - Course grade (Active)  
**Target:** 90% of students will earn a B or higher

**Results**
Results from AY: 2015 - 2016
Target Met: Yes
100%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action required (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
100% met the target

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action required (02/24/2015)

Related Co-curricular Domains

Co-Curricular Outcomes Reporting

Personal Development - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths & weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.

Learning Outcome: Tutoring #1

50% of all student respondents who completed pre and post testing measuring their Horizons tutoring experience will see an overall increase in their confidence in subject material by the end of the semester demonstrated by an increase of a total average of .50 points across a 4 point likert scale through pre and post testing.

Outcome Status: Active

Start Date-When outcome status became active: 09/01/2014

Assessment Tools

Exam/Test/Quiz - pre and post test (Active)
Target: 50% will demonstrate an increase of an average of .50 points across a 4 point scale through pre and post testing

Results

Results from AY: 2014 - 2015
Target Met: Yes
67%/71
Summary & Analysis: Standard Deviation: 36.0%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: Provided students additional time to complete the post testing evaluation which resulted in greater accuracy. Additionally increased student's accountability in completing evaluations. (08/25/2015)

Results from AY: 2015 - 2016
Target Met: Yes
55%/0.9

Action Plan for Closing the Loop
Action Plan for Closing the Loop: Actual results are from Spring 2016 Tutoring only. Going forward, we will continue to assess results based on a semester by semester breakdown. Potential for increasing likert scale from 4 to 5 and possible editing of language. (07/15/2016)

Related Co-curricular Domains
## Learning Outcome: Tutoring #2

50% of all student respondents who completed pre and post testing measuring their Horizons tutoring experience will see an overall increase in their knowledge in subject material by the end of the semester demonstrated by an increase of a total average of .50 points across a 4 point likert scale through pre and post testing.

**Outcome Status:** Active

**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016

**Start Date-When outcome status became active:** 09/01/2014

### Assessment Tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam/Test/Quiz</td>
<td>pre and post test (Active)</td>
<td>50% will demonstrate an increase of an average of .50 points across a 4 point scale through pre and post testing</td>
</tr>
</tbody>
</table>

### Results

<table>
<thead>
<tr>
<th>Results from AY</th>
<th>Target Met</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 - 2016</td>
<td>Yes</td>
<td>07/15/2016</td>
</tr>
<tr>
<td>63%/0.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Actual results are from Spring 2016 Tutoring only. Going forward, we will continue to assess results based on a semester by semester breakdown. Potential for increasing likert scale from 4 to 5 and possible editing of language. (07/15/2016)

<table>
<thead>
<tr>
<th>Results from AY</th>
<th>Target Met</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>Yes</td>
<td>08/25/2015</td>
</tr>
<tr>
<td>66%/0.93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summary & Analysis

Standard Deviation: 47.0%

<table>
<thead>
<tr>
<th>Action Plan for Closing the Loop</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)</td>
<td></td>
</tr>
</tbody>
</table>

### Related Co-curricular Domains

<table>
<thead>
<tr>
<th>Co-Curricular Outcomes Reporting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic Thinking</td>
<td>Develop study skills, familiarize oneself with campus resources, set priorities &amp; goals related to academics, develop critical and creative thinking &amp; problem solving skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diversity &amp; Intercultural Development</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness &amp; appreciation of diversity &amp; multiculturalism, work with peers from diverse backgrounds, adopt a global perspective.</td>
<td></td>
</tr>
</tbody>
</table>
Start Date-When outcome status became active: 09/01/2014

**Assessment Tools**

<table>
<thead>
<tr>
<th>Exam/Test/Quiz - pre and post test (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 50% will demonstrate an increase of an average of .50 point across a 4 point scale through pre and post testing</td>
</tr>
</tbody>
</table>

**Results**

Results from AY: 2015 - 2016

<table>
<thead>
<tr>
<th>Target Met: Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>58%/0.8</td>
</tr>
</tbody>
</table>

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Actual results are from Spring 2016 Tutoring only. Going forward, we will continue to assess results based on a semester by semester breakdown. Potential for increasing likert scale from 4 to 5 and possible editing of language. (07/15/2016)

Results from AY: 2014 - 2015

<table>
<thead>
<tr>
<th>Target Met: Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>66%/0.75</td>
</tr>
</tbody>
</table>

**Summary & Analysis:** Standard Deviation: 29.8%

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

**Related Co-curricular Domains**

Co-Curricular Outcomes Reporting

**Analytic Thinking** - Develop study skills, familiarize oneself with campus resources, set priorities & goals related to academics, develop critical and creative thinking & problem solving skills.

**Diversity & Intercultural Development** - Awareness & appreciation of diversity & multiculturalism, work with peers from diverse backgrounds, adopt a global perspective.

**Learning Outcome : Tutoring #4**

50% of all student respondents who completed pre and post testing measuring their Horizons tutoring experience will see an overall increase in their understanding of course concepts by the end of the semester demonstrated by an increase of a total average of .75 points across a 4 point likert scale through pre and post testing.

**Outcome Status:** Active

**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016

Start Date-When outcome status became active: 09/01/2014

**Assessment Tools**

<table>
<thead>
<tr>
<th>Exam/Test/Quiz - Pre and post testing (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target: 50% will demonstrate an increase of an average of .50 point across a 4 point scale through pre and post testing</td>
</tr>
</tbody>
</table>

**Results**

Results from AY: 2015 - 2016

<table>
<thead>
<tr>
<th>Target Met: Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>64%/0.9</td>
</tr>
</tbody>
</table>

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Actual results are from Spring 2016 Tutoring only. Going forward, we will continue to assess results based on a semester by semester breakdown. Potential for increasing likert scale from 4 to 5 and possible editing of
Results from AY: 2014 - 2015
Target Met: Yes
66%/1.04 met the outcome
Summary & Analysis: Standard Deviation: 45.6%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action, outcome is attainable and will continue to be a focus of the course and measured in the upcoming 2015-2016 year. (08/25/2015)

Related Co-curricular Domains

Learning Outcome : Tutoring #5

50% of all student respondents who completed pre and post testing measuring their Horizons tutoring experience will see an overall increase in their confidence in test-taking by the end of the semester demonstrated by an increase of a total average of .75 points across a 4 point likert scale through pre and post testing.

Outcome Status: Active
Start Date-When outcome status became active: 09/01/2014

Assessment Tools

Exam/Test/Quiz - Pre and Post test (Active)
Target: 50% will demonstrate an increase of an average of .75 point across a 4 point scale through pre and post testing

Results

Results from AY: 2015 - 2016
Target Met: Yes
54%/0.09

Action Plan for Closing the Loop
Action Plan for Closing the Loop: Test-taking was identified by students as their lowest ranked confidence level (58% of students expressed a likert scale rating of 3 or 4). Recommend revised language to allow students to denote test-taking factors which may contribute to lower levels of self-confidence. (07/15/2016)

Results from AY: 2014 - 2015
Target Met: Yes
66%/1.06 met the outcome
Summary & Analysis: Standard Deviation: 65.4%

Action Plan for Closing the Loop
Action Plan for Closing the Loop: In order to increase the percentage of students who rate confidence in test-taking as a 3 or 4 on the likert scale, tutors will be expected to include more practice-exams during one-on-one sessions. (08/25/2015)

Related Co-curricular Domains
Learning Outcome: GS199 Lab #1

85% of HORIZONS GS 199 Lab students will demonstrate an understanding of how career assessment results reflect personal characteristics and can relate to choices related to majors and careers as evidenced by completion of a summary paper and a course semester grade of a B or higher.

Outcome Status: Active
AY Outcome Will Be Assessed: 2015 - 2016
Start Date—When outcome status became active: 09/01/2016

Assessment Tools

<table>
<thead>
<tr>
<th>Paper/Report</th>
<th>Career summary paper (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>85% will earn a B or higher</td>
</tr>
</tbody>
</table>

Results

- **Results from AY:** 2015 - 2016
- **Target Met:** No
- 75% earned a B or higher

Summary & Analysis: After discussing the impact of a small class size on outcome percentages, the averages were adjusted.

Action Plan for Closing the Loop

- **Action Plan for Closing the Loop:** After discussing the impact of a small class size on outcome percentages, the averages were adjusted. (08/29/2016)

Related Co-curricular Domains

- **Career Preparation** - Develop & demonstrate understanding of professional strengths & interests & relate them to academic major & career goals, gain relevant experience to expand skills & knowledge of career fields & exhibit ability to effectively market skills to employers & faculty.
## PWL: Co-Curricular (Co-Curr) - Horizons

### Learning Outcome: GS199 Lab #2

90% of HORIZONS GS 199 Lab students will demonstrate an awareness of career development through completion of a research presentation/report on multiple majors and careers related to their interests, values, and abilities earning a grade of a B or higher.

**Outcome Status:** Active  
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016  
**Start Date - When outcome status became active:** 09/01/2014

### Assessment Tools

<table>
<thead>
<tr>
<th>Paper/Report</th>
<th>Career and major research report (Active)</th>
<th>Target: 90% will earn a B or higher on the research report</th>
</tr>
</thead>
</table>

### Results

<table>
<thead>
<tr>
<th>Results from AY:</th>
<th>2015 - 2016</th>
<th>Target Met: Yes</th>
<th>85%</th>
</tr>
</thead>
</table>

### Action Plan for Closing the Loop

**Action Plan for Closing the Loop:** After discussing the impact of a small class size on outcome percentages, the averages were adjusted.  

<table>
<thead>
<tr>
<th>Results from AY:</th>
<th>2014 - 2015</th>
<th>Target Met: No</th>
<th>88% earned a B or higher on the research report</th>
</tr>
</thead>
</table>

### Course Grade - Course semester grade (Active)

<table>
<thead>
<tr>
<th>Target: 85% will earn a B or higher</th>
</tr>
</thead>
</table>

### Results

<table>
<thead>
<tr>
<th>Results from AY:</th>
<th>2015 - 2016</th>
<th>Target Met: Yes</th>
<th>85%</th>
</tr>
</thead>
</table>

### Action Plan for Closing the Loop

**Action Plan for Closing the Loop:** After discussing the impact of a small class size on outcome percentages, the averages were adjusted.  

### Related Co-curricular Domains

**Career Preparation** - Develop & demonstrate understanding of professional strengths & interests & relate them to academic major & career goals, gain relevant experience to expand skills & knowledge of career fields & exhibit ability to effectively market skills to employers & faculty.

**Personal Development** - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths & weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.

### Learning Outcome: GS199 Lab #3
85% of Horizons students will demonstrate career development skills as evidenced by creating and receiving a passing grade on a resume that meets instructional guidelines reviewed by peer mentors and the instructor.

**Outcome Status:** Active  
**AY Outcome Will Be Assessed:** 2015 - 2016  
**Start Date-When outcome status became active:** 09/01/2015

### Assessment Tools

| Other - Resume (Active) | Target: 85% will receive a passing grade |

### Results

| Results from AY: 2015 - 2016 | 09/23/2016 |
| Target Met: Yes | 93% |

**Action Plan for Closing the Loop**

*Action Plan for Closing the Loop:* After discussing the impact of a small class size on outcome percentages, the averages were adjusted. (09/23/2016)

### Related Co-curricular Domains

**Career Preparation** - Develop & demonstrate understanding of professional strengths & interests & relate them to academic major & career goals, gain relevant experience to expand skills & knowledge of career fields & exhibit ability to effectively market skills to employers & faculty.

### Learning Outcome: GS 199 Lab #4

90% of HORIZONS students will demonstrate an understanding of professional development skills as evidenced by completing a minimum of 5 of the following tasks: taking part in an information interview, performing a class presentation about their major, participating in mock interviews, major exploration, personal network exploration, and attending a career fair.

**Outcome Status:** Active  
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016

### Assessment Tools

| Other - Instructor participation/attendance records (Active) | Target: 85% will complete 5 or more |

### Results

| Results from AY: 2015 - 2016 | 07/15/2016 |
| Target Met: Yes | 96% |

**Action Plan for Closing the Loop**

*Action Plan for Closing the Loop:* After discussing the impact of a small class size on outcome percentages, the averages were adjusted. (07/15/2016)

### Related Co-curricular Domains

**Career Preparation** - Develop & demonstrate understanding of professional strengths & interests & relate them to academic major & career goals, gain relevant experience to expand skills & knowledge of career fields & exhibit ability to effectively market skills to employers & faculty.
**Personal Development** - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths & weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.

**Learning Outcome : GS199 & GS490 #1**

As a result of successfully completing a Horizons GS 199 & 490, 85% of students will be able to successfully select, analyze, and evaluate academic, personal, and career goals as demonstrated by completing classroom requirements with a C or higher.

**Outcome Status:** Active  
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016

**Assessment Tools**

<table>
<thead>
<tr>
<th>Other</th>
<th>Mentor interviews (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>85% receive a C or higher</td>
</tr>
</tbody>
</table>

**Results**

| Results from AY: 2015 - 2016 | Target Met: Yes  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>07/15/2016</td>
</tr>
</tbody>
</table>

**Summary & Analysis:** Same as last year but it is an attainable and ambitious goal. 73/77 students received a "C" or better. We will have to be more specific for 2016 and define whether or not a C- is within this frame.

**Action Plan for Closing the Loop**

- **Action Plan for Closing the Loop:** Same as last year but it is an attainable and ambitious goal. 73/77 students received a "C" or better. We will have to be more specific for 2016 and define whether or not a C- is within this frame. (07/15/2016)

| Results from AY: 2014 - 2015 | Target Met: Yes  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>91% of students completed this with a C or higher</td>
<td>02/24/2015</td>
</tr>
</tbody>
</table>

**Presentation/Performance/Demonstration -** Critical thinking in diversity paper or presentation. (Active)

| Target| 85% receive a C or higher |

**Results**

| Results from AY: 2015 - 2016 | Target Met: Yes  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>07/15/2016</td>
</tr>
</tbody>
</table>

**Summary & Analysis:** Same as last year but it is an attainable and ambitious goal. 73/77 students received a "C" or better. We will have to be more specific for 2016 and define whether or not a C- is within this frame.

**Action Plan for Closing the Loop**

- **Action Plan for Closing the Loop:** Same as last year but it is an attainable and ambitious goal. 73/77 students received a "C" or better. We will have to be more specific for 2016 and define whether or not a C- is within this frame. (07/15/2016)

| Results from AY: 2014 - 2015 | Target Met: Yes  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>91% earned a C or higher</td>
<td>02/24/2015</td>
</tr>
</tbody>
</table>

**Action Plan for Closing the Loop**

- **Action Plan for Closing the Loop:** No action required (08/29/2016)
### Other - Goal assignment (Active)
**Target:** 85% receive a C or higher

**Results**

**Results from AY:** 2015 - 2016

**Target Met:** Yes

95%

**Summary & Analysis:** Same as last year but it is an attainable and ambitious goal. 73/77 students received a "C" or better. We will have to be more specific for 2016 and define whether or not a C- is within this frame.

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Same as last year but it is an attainable and ambitious goal. 73/77 students received a "C" or better. We will have to be more specific for 2016 and define whether or not a C- is within this frame. (07/15/2016)

**Results from AY:** 2014 - 2015

**Target Met:** Yes

91% earned a C or higher on this assignment

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action required (08/29/2016)

### Course Grade - Overall course grade (Active)
**Target:** 85% receive a C or higher

**Results**

**Results from AY:** 2015 - 2016

**Target Met:** Yes

95%

**Summary & Analysis:** Same as last year but it is an attainable and ambitious goal. 73/77 students received a "C" or better. We will have to be more specific for 2016 and define whether or not a C- is within this frame.

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Same as last year but it is an attainable and ambitious goal. 73/77 students received a "C" or better. We will have to be more specific for 2016 and define whether or not a C- is within this frame. (07/15/2016)

**Results from AY:** 2014 - 2015

**Target Met:** Yes

91% earned a C or higher
**Related Co-curricular Domains**

<table>
<thead>
<tr>
<th>Co-Curricular Outcomes Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aesthetic Engagement</strong> - Participate in the arts, appreciates the arts, raise awareness of the arts</td>
</tr>
<tr>
<td><strong>Career Preparation</strong> - Develop &amp; demonstrate understanding of professional strengths &amp; interests &amp; relate them to academic major &amp; career goals, gain relevant experience to expand skills &amp; knowledge of career fields &amp; exhibit ability to effectively market skills to employers &amp; faculty.</td>
</tr>
<tr>
<td><strong>Personal Development</strong> - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths &amp; weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.</td>
</tr>
</tbody>
</table>

**Learning Outcome : GS199 & GS490 #2**

As a result of successfully completing a Horizons GS 199 & 490, students will increase proficiency in study skills to productively meet learning goals as evidenced by 80% of students completing the semester in good academic standing and 40% of students achieving a 3.0 semester GPA or higher.

**Outcome Status:** Active

**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016

**Start Date-When outcome status became active:** 09/01/2014

**Assessment Tools**

**Homework/In-Class Assignment** - Goal Assignment (Active)

**Target:** 80%

**Results**

**Results from AY:** 2015 - 2016

Target Met: Yes

91%/60%

07/15/2016

**Action Plan for Closing the Loop**

*Action Plan for Closing the Loop:* We felt we could do better in producing a more competitive outcome so we increased both percentages by 10%. Average GPA is attainable and ambitious and was kept the same. This worked out well, however I think next week we should further challenge ourselves with a probationary statement and overall average GPA of students. (07/15/2016)

**Results from AY:** 2014 - 2015

Target Met: Yes

97% Good Academic Standing; 64% above a 3.0 sem GPA; Overall average GPA 3.09; 30% of students on Dean's List

02/24/2015

**Action Plan for Closing the Loop**

*Action Plan for Closing the Loop:* No action required (07/15/2015)

**Course Grade** - Overall Course Grade (Active)

**Target:** 80% of students complete the semester in good academic standing, 50% achieve a 3.0 semester GPA or higher

**Results**

**Results from AY:** 2015 - 2016

Target Met: Yes

91%/60%

07/15/2016

**Action Plan for Closing the Loop**

*Action Plan for Closing the Loop:* We felt we could do better in producing a more competitive outcome so we increased both percentages by 10%. Average GPA is attainable and ambitious and was kept the same. This worked out well, however I think next
### PWL: Co-Curricular (Co-Curr) - Horizons

**week we should further challenge ourselves with a probationary statement and overall average GPA of students.**  
07/15/2016

<table>
<thead>
<tr>
<th>Results from AY:</th>
<th>Target Met:</th>
<th>07/15/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>Yes</td>
<td>97% Good Academic Standing; 64% above a 3.0 sem GPA; Overall average GPA 3.09; 30% of students on Dean's List.</td>
</tr>
</tbody>
</table>

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action required. (08/29/2016)

<table>
<thead>
<tr>
<th>Participation - Class participation (Active)</th>
</tr>
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<tbody>
<tr>
<td>Target: 80% of students complete the semester in good academic standing, 50% achieve a 3.0 semester GPA or higher</td>
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</tr>
<tr>
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</tbody>
</table>

**Action Plan for Closing the Loop**

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07/15/2016

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**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action required. (08/29/2016)

<table>
<thead>
<tr>
<th>Other - Banner Grades (Active)</th>
</tr>
</thead>
<tbody>
<tr>
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**Action Plan for Closing the Loop**

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07/15/2016

<table>
<thead>
<tr>
<th>Results from AY:</th>
<th>Target Met:</th>
<th>02/24/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 - 2015</td>
<td>Yes</td>
<td>97% Good Academic Standing; 64% above a 3.0 sem GPA; Overall average GPA 3.09; 30% of students on Dean's List.</td>
</tr>
</tbody>
</table>

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action required. (08/29/2016)

### Related Co-curricular Domains

- Co-Curricular Outcomes Reporting
- Aesthetic Engagement - Participate in the arts, appreciates the arts, raise awareness of the arts

### Learning Outcome : GS199 & GS490 #3

As a result of successfully completing Horizons GS 19900 & 49000, 75% of students will analyze the importance of diversity and cultural appreciation through class discussion and completion of the Critical Thinking and Diversity paper with a B- or better.

**Outcome Status:** Active
AY Outcome Will Be Assessed: 2015 - 2016  
Start Date-When outcome status became active: 09/01/2015

### Assessment Tools

| Paper/Report | Critical Thinking in Diversity Paper or Presentation (Active) | Target: 75% will earn a B- or higher on the paper |

### Results

<table>
<thead>
<tr>
<th>Results from AY:</th>
<th>2015 - 2016</th>
<th>Target Met: Yes</th>
<th>95% earned a B- or higher on the paper</th>
</tr>
</thead>
</table>

Summary & Analysis: SLO #3 was completely changed from last year and SLO#4 was eliminated.

### Action Plan for Closing the Loop

**Action Plan for Closing the Loop:** No action required (08/29/2016)

### Related Co-curricular Domains

- **Aesthetic Engagement** - Participate in the arts, appreciates the arts, raise awareness of the arts
- **Diversity & Intercultural Development** - Awareness & appreciation of diversity & multiculturalism, work with peers from diverse backgrounds, adopt a global perspective.

### Learning Outcome: GS199 & GS490 #4

As a result of successfully completing the Horizons GS 490 course 85% of students will successfully create a resume as evidenced by attending the resume presentation and workshop and receiving a B or better.

Outcome Status: Active

### Assessment Tools

| Other | Resume grade (Active) | Target: 85% will attend the resume presentation and workshop /85% will create a resume earning a B or higher |

### Results

<table>
<thead>
<tr>
<th>Results from AY:</th>
<th>2015 - 2016</th>
<th>Target Met: Yes</th>
</tr>
</thead>
</table>
94% of students attended the resume presentation/90% created a resume earning a B or higher

Summary & Analysis: 85% will attend the resume presentation and 85% will successfully create a resume.

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action required (08/29/2016)

Results from AY: 2014 - 2015
Target Met: Yes
87% earned a B or higher

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action required (08/29/2016)

Other - in class participation (Active)
Target: 85% will attend the resume presentation and workshop /85% will create a resume earning a B or higher

Results
Results from AY: 2015 - 2016
Target Met: Yes
94% of students attended the resume presentation/90% created a resume earning a B or higher

Summary & Analysis: 85% will attend the resume presentation and 85% will successfully create a resume.

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action required (08/29/2016)

Related Co-curricular Domains

Co-Curricular Outcomes Reporting

Career Preparation - Develop & demonstrate understanding of professional strengths & interests & relate them to academic major & career goals, gain relevant experience to expand skills & knowledge of career fields & exhibit ability to effectively market skills to employers & faculty.

Learning Outcome : GS199 & GS490 #5

As a result of successfully completing a Horizons GS 199 & 490, 85% or more of students will gain exposure and information on campus resources as evidenced by attending more than half the following presentations: stress management and relaxation, library research, financial literacy, nutrition 101, and leadership (if applicable).

Outcome Status: Active
AY Outcome Will Be Assessed: 2015 - 2016
Start Date-When outcome status became active: 09/01/2015

Assessment Tools

Other - class participation (Active)
Target: 85% will 2 or more of the four presentations
Results

Results from AY: 2015 - 2016
Target Met: Yes
92% attended more than half of the presentations

Action Plan for Closing the Loop

Action Plan for Closing the Loop: Library research was eliminated. Information is based only on 490 classes. GS199 instructor did not leave a day to day log of attendance, only participation grade is on file. This prompted me to create a system for instructors to record in detail attendance by day records. Additionally, we need to include the study abroad presentation in 2016.

[07/15/2016]

Related Co-curricular Domains

Co-Curricular Outcomes Reporting

Aesthetic Engagement - Participate in the arts, appreciates the arts, raise awareness of the arts

Learning Outcome: Global Leadership #01

90% of Horizons students participating in the Global Leadership abroad program will increase his or her ability to appreciate others from different backgrounds he or she encounters as evidenced by fulfilling and passing course requirements and the pre and post evaluation resulting in at least a 10% increase in confidence.

Outcome Status: Active
Start Date-When outcome status became active: 09/01/2014

Assessment Tools

Journal/Reflection/Discussion - Course requirements - these include journal reflections, satisfactory overall program participation, and a final assignment (Active)

Target: 90% will complete all course requirements

Results

Results from AY: 2015 - 2016
Target Met: No
SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn't provided to students. We only have results from the post test.

Results from AY: 2014 - 2015
Target Met: Yes
100% complete all course requirements

Action Plan for Closing the Loop

Action Plan for Closing the Loop: No action required (08/25/2015)

Other - pre and post self-evaluation (Active)

Target: 90% will report at least a 10% increase in confidence in the ability to appreciate others from different backgrounds he or she encounters.

Results

Results from AY: 2015 - 2016
Target Met: No
SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn't provided to students. We only have results from the post test.

Results from AY: 2014 - 2015
Target Met: Yes
## Action Plan for Closing the Loop

**Action Plan for Closing the Loop:** Research Intercultural Assessments at Purdue through OIRAE to determine if we can supplement and expand current data and expand pre and post testing. (08/25/2015)

### Participation - Overall participation (Active)

<table>
<thead>
<tr>
<th>Target</th>
<th>90%</th>
</tr>
</thead>
</table>

### Results

**Results from AY:** 2015 - 2016  
**Target Met:** No  
SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn’t provided to students. We only have results from the post test.

### Related Co-curricular Domains

**Diversity & Intercultural Development** - Awareness & appreciation of diversity & multiculturalism, work with peers from diverse backgrounds, adopt a global perspective.

**Personal Development** - Accept responsibility for actions, demonstrate professionalism, develop time management skills, fulfill commitments, reflect on consequences of actions, recognize strengths & weaknesses, develop ethical reasoning, develop financial literacy, develop self-advocacy skills.

### Learning Outcome: Global Leadership #02

90% of Horizons students participating in the Global Leadership abroad program will increase his or her confidence in functioning effectively in a new environment or system as evidenced by successfully completing their program in Greece, fulfilling and passing course requirements and completing the pre and post evaluation resulting in at least a 10% increase in confidence.

**Outcome Status:** Active  
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016  
**Start Date-When outcome status became active:** 09/01/2014

### Assessment Tools

**Journal/Reflection/Discussion** - Course requirements - these include journal reflections, satisfactory overall program participation, and a final assignment (Active)  
**Target:** 90% will complete all course requirements

### Results

**Results from AY:** 2015 - 2016  
**Target Met:** No  
SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn’t provided to students. We only have results from the post test.

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** Both pre and post tests will be given next year (07/15/2016)

**Results from AY:** 2014 - 2015  
**Target Met:** Yes  
100% completed all course requirements

**Action Plan for Closing the Loop**

**Action Plan for Closing the Loop:** No action required (08/25/2015)
PWL: Co-Curricular (Co-Curr) - Horizons

**Other** - pre and post self-evaluation (Active)
**Target:** 90% will report at least a 10% increase in confidence in the ability to function effectively in a new environment

**Results**
**Results from AY:** 2015 - 2016
**Target Met:** No

SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn't provided to students. We only have results from the post test.

**Action Plan for Closing the Loop**
**Action Plan for Closing the Loop:** Both pre and post test will be given next year (07/15/2016)

**Participation** - Overall participation (Active)
**Target:** 90%

**Results**
**Results from AY:** 2015 - 2016
**Target Met:** No

SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn't provided to students. We only have results from the post test.

**Action Plan for Closing the Loop**
**Action Plan for Closing the Loop:** Both pre and post tests will be given next year (07/15/2016)

**Learning Outcome: Global Leadership #03**

90% of Horizons students participating in the Global Leadership abroad program will increase his or her ability and confidence to demonstrate a level of facility communicating with people from other ethnic and/or linguistic backgrounds as evidenced by successfully completing their program in a homestay, fulfilling and passing course requirements and completing pre and post evaluation resulting in at least a 10% increase in confidence.

**Outcome Status:** Active
**AY Outcome Will Be Assessed:** 2014 - 2015, 2015 - 2016
**Start Date-When outcome status became active:** 09/01/2014

**Assessment Tools**
**Journal/Reflection/Discussion** - Course requirements - these include journal reflections, satisfactory overall program participation, and a final assignment (Active)
**Target:** 90% will complete all course requirements

**Results**
**Results from AY:** 2015 - 2016
**Target Met:** No

SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn't provided to students. We only have results from the post test.

**Action Plan for Closing the Loop**
**Action Plan for Closing the Loop:** Both pre and post test will be given next year. (07/15/2016)
PWL: Co-Curricular (Co-Curr) - Horizons

Results from AY: 2014 - 2015
Target Met: Yes
100% completed all course requirements

Action Plan for Closing the Loop
Action Plan for Closing the Loop: No action required (08/25/2015)

Other - pre and post self-evaluation (Active)
Target: 90% will report at least a 10% increase in confidence in the ability to demonstrate a level of facility communicating with people from other ethnic and/or linguistic backgrounds

Results
Results from AY: 2015 - 2016
Target Met: No
SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn’t provided to students. We only have results from the post test.

Action Plan for Closing the Loop
Action Plan for Closing the Loop: Both pre and post tests will be given next year (07/15/2016)

Participation - Overall participation (Active)
Target: 90%

Results
Results from AY: 2015 - 2016
Target Met: No
SLO could not be measured because the pre test was never disseminated. It was a huge oversight on my part, I believed that I had done it but in actuality it wasn’t provided to students. We only have results from the post test.

Action Plan for Closing the Loop
Action Plan for Closing the Loop: Both pre and post tests will be given next year (07/15/2016)

Related Co-curricular Domains
Co-Curricular Outcomes Reporting

Collaboration & Interpersonal Skills - Seek help from others, offer help to others, work cooperatively with others, manage interpersonal conflicts, demonstrate effective communication skills.

Diversity & Intercultural Development - Awareness & appreciation of diversity & multiculturalism, work with peers from diverse backgrounds, adopt a global perspective.

Learning Outcome : Global Leadership #04
90% of Horizons students participating in the Global Leadership abroad program will develop his or her own personal understanding of the concept of global leadership as evidenced by attending class lectures and completing reflection assignments with a C average or better.
Outcome Status: Active
Start Date-When outcome status became active: 09/01/2014

Assessment Tools
Journal/Reflection/Discussion - Course Requirements - these include journal reflections, class attendance, and a final assignment (Active)
Target: 90% will complete all course requirements

Results
### PWL: Co-Curricular (Co-Curr) - Horizons

**Results from AY:** 2015 - 2016  
**Target Met:** Yes  
**100%**  

**Action Plan for Closing the Loop**  
**Action Plan for Closing the Loop:** Grade should be shifted to reflect a percentage in both class lectures and overall grade average. Percentage will replace letter grade indication to be more specific. We need to be more clear in general. (07/15/2016)

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<th>Other</th>
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</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>90% will report at least a 10% increase in his or her own personal understanding of the concept of global leadership</td>
</tr>
</tbody>
</table>

**Results**  
**Results from AY:** 2015 - 2016  
**Target Met:** Yes  
**100%**  

**Action Plan for Closing the Loop**  
**Action Plan for Closing the Loop:** Grade should be shifted to reflect a percentage in both class lectures and overall grade average. Percentage will replace letter grade indication to be more specific. We need to be more clear in general. (07/15/2016)

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<tr>
<th>Other</th>
<th>Class attendance (Active)</th>
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<tr>
<td><strong>Target:</strong></td>
<td>90%</td>
</tr>
</tbody>
</table>

**Results**  
**Results from AY:** 2015 - 2016  
**Target Met:** Yes  
**100%**  

**Action Plan for Closing the Loop**  
**Action Plan for Closing the Loop:** Grade should be shifted to reflect a percentage in both class lectures and overall grade average. Percentage will replace letter grade indication to be more specific. We need to be more clear in general. (07/15/2016)

**Related Co-curricular Domains**

**Co-Curricular Outcomes Reporting**

- **Analytic Thinking** - Develop study skills, familiarize oneself with campus resources, set priorities & goals related to academics, develop critical and creative thinking & problem solving skills.

- **Diversity & Intercultural Development** - Awareness & appreciation of diversity & multiculturalism, work with peers from diverse backgrounds, adopt a global perspective.