

Horizons Student Support Services



MISSION STATEMENT

Horizons Student Support Services aims 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 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 five major need areas of low-income, first generation college students:

- Lack of college readiness
- Improved persistence from year to year
- Maintaining of good academic standing and adequate progress toward graduation
- Increased likelihood of graduation within six years
- Preparation to make appropriate career choices

The DOE approved objectives will be the baseline for all proposed programs and curriculum:

- 90% of all participants served by the SSS project will persist from academic year to the beginning of the next academic year or graduate.
- 98% 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.
- 66% of new participants served each year will graduate within six (6) years.

Horizons will:

1. 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.
2. Provide a supportive environment that fosters inclusion, familiarity, collaboration, and comprehensive resources that fit student needs.
3. Provide individualized holistic coaching methods in their daily interaction with students based on a student-centered approach assisting students in exploring their strengths, academic, career, social and cultural experiences, and life goals.
4. Provide students with faculty mentors to serve as knowledgeable and experience guides, caring facilitators, role models, and most of all a trusted ally or advocate.
5. Offer peer-to-peer mentoring to help new students ease the transition by serving as a source of information, encouragement, and guidance.
6. Provide students with ongoing career and professional development.
7. Invest time and effort in collaborating across campus to connect to and engage with campus support services.
8. Teach curriculum centered on program objectives and developed to aid in overall student success.

9. 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.

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 through programs and services, available upon request.

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. An example of this would be the CAS Self-Assessment Guide that allows the Director to gain an informed 360 perspectives based on student, staff, and campus partner feedback.

Each program within Horizons is also assessed and evaluated through the establishment of learning outcomes on a semester basis. These programs are: the GS 199 & 490 Strategies for a Successful Freshman Year course; GS 199 Career Lab; the Peer Mentor Training course; the Peer Mentor practicum course; the Tutoring program; the summer study abroad course; and the career development course. 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.

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 students and better than the eligible non-participants on the different 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:

- Providing a hub of support for low-income and/or first-generation Purdue students through tutoring, faculty mentoring, peer mentoring, supplemental instruction, supplemental academic and career counseling.
- Requiring a first-year success course to improve student study skills such as test-taking, note-taking, reading, critical thinking, time management, financial literacy and library literacy skills.
- Providing students an opportunity to participate in a credited global experience program at a reduced tuition 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.

Horizons contributes to post-graduation outcomes measured by the Purdue-Gallup by:

- a. Showing or demonstrating they care about students as individuals.
 - Providing students with demonstrated care through staff and student one-one-one meetings, faculty mentoring, exposure to arts through free convocation tickets, and exposure to a diverse and inclusive environment that provides students with a sense of belonging and awareness.
- b. Helping students become excited about learning.
 - Creating lesson plans that integrates guest speakers from across the campus and surrounding community. Curriculum is assessed and revised yearly to meet the changing needs of students.
- c. Encouraging students to pursue their dreams.
 - Providing students the reality of studying abroad through a subsidized global experience.
- d. Guiding students to apply their classroom learning to jobs, internships, or “real world” experiences.
 - Horizons implements a holistic career development program that is integrated across all programs within Horizons inclusive of but not limited to major exploration, assessment opportunities, resume building, mock interviews, announcement of relevant opportunities, one-on-one career counseling, and graduate school preparation.
- e. Helping students get involved in extracurricular activities and organizations.
 - Advising and promotion of the Horizons Student Support Club formed and led by Horizons students whose primary goal is to provide support for all participating members of the Horizons SSS program, academically and socially.
- f. Creating significant projects for students to work on that may take more than a semester to complete.
 - Horizons offers a yearlong peer mentor training curriculum and practicum that prepares and develops students to lead in a classroom environment and serve as a support for freshman Horizons students.

NOTABLE CHANGES FROM 2013-2014

1. The hiring of a 100% FTE Academic Success Coordinator in July 2013 and a 60% FTE Administrative Assistant in January 2014.
2. Created the 2014 EDPS 490: Global Leadership in Valencia, Spain curriculum and implemented the program in May 2014.
3. Revised and implemented changes to the 2013-2014 academic curriculum.
4. Developed the Academic Success Plan to be implemented in 2014-2015.

5. Planned and developed a Career Services Course created for upperclassman to be implemented in spring 2015 to serve as a replacement for the EDPS 490: Horizons Service Learning course.
6. Through a university restructuring, Horizons Student Support Services moved from the Office of the Dean of Students to the Department of Student Success in July 2014.
7. Marketing and Media created and printed promotional materials in June 2014.
8. The Horizons Student Support Services office moved offices from Schleman Hall, room 230 to Krach Leadership Center, room 329.
9. Due to STAR redesign, Horizons recruitment changed its methods for freshman intake.

OUR DATA

Academic Year	Cohort	Original Cohort	1Yr Retention	2Yr Retention	3Yr Retention	4Yr Grad Rate	5Yr Grad Rate	6Yr Grad Rate
2009-10	Purdue Promise	171	87.13%	82.46%	72.51%	37.43%	64.91%	
	TfCS only	163	84.05%	77.30%	73.01%	38.04%	61.96%	
	Pell Eligible only	855	83.86%	76.73%	72.05%	38.83%	61.29%	
	Horizons	110	86.36%	77.27%	74.55%	32.73%	55.45%	
	<i>University Rate</i>	6166	88.97%	82.50%	78.61%	46.76%	70.60%	
2010-11	Purdue Promise	223	91.93%	82.06%	72.65%	42.60%		
	TfCS only	122	85.25%	77.05%	72.95%	45.90%		
	Pell Eligible only	935	86.84%	79.36%	75.40%	42.89%		
	Horizons	135	90.37%	79.26%	71.11%	34.07%		
	<i>University Rate</i>	6353	90.23%	83.69%	79.19%	49.22%		
2011-12	Purdue Promise	252	90.08%	81.75%	77.78%			
	TfCS only	125	88.00%	86.40%	82.40%			
	Pell Eligible only	886	84.99%	78.67%	74.15%			
	Horizons	113	96.46%	84.07%	81.42%			
	<i>University Rate</i>	6660	90.57%	84.34%	80.95%			
2012-13	Purdue Promise	244	88.93%	81.15%				
	TfCS only	137	87.59%	78.83%				
	Pell Eligible only	800	86.25%	80.63%				
	Horizons	87	91.95%	88.51%				
	<i>University Rate</i>	6329	91.01%	86.10%				
2013-14	Purdue Promise	276	92.39%					
	TfCS only	126	86.51%					
	Pell Eligible only	782	87.21%					
	Horizons	74	93.24%					
	<i>University Rate</i>	6319	92.63%					

*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, the Black Cultural Center, the Latino Cultural Center, the Native American Educational and Cultural Center, the Division of Diversity and Inclusion, Business Opportunity Program, Minority Engineering Program, Louis Stokes Alliance for Minority Participation, Science Opportunity to Advance Retention, Destination Purdue, Explore Purdue, Multicultural Minority Program Directors, Latino Faculty and Staff Association, Purdue Opportunity Awards Program, Purdue Promise, 21st Century Scholars, and Span Plan for nontraditional students.

Other departmental collaborations vital in the success of Horizons are: the Center for Career Opportunities, the Division of Financial Aid, the Online Writing Lab, Supplemental Instruction Services, Student Activities and Organizations, Civil Leadership and Engagement, Fraternity & Sorority Life, Purdue Mortar Board, Academic Success Center, Library Services, Student Wellness Office, Learning Communities, Student Rights and Responsibilities, the Dean of Students, the Study Abroad Office, Convocations, Purdue Music Organization, Office of Undergraduate Admissions, Counseling and Psychological Services, and the Office of the Registrar.

PROGRAM ELIGIBILITY AND RECRUITMENT

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 is registered with the Disability Resource Center on campus

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 to Horizons

Horizons has been approved by the Department of Education to serve 330 students and recruits approximately 80 incoming freshman per year. The preparation for identifying freshman 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

<p>August</p>	<ul style="list-style-type: none"> • Horizons GS 199 & 490: Strategies for a Successful Freshman Year • EDPS 390: Peer Mentor Training II course • Development of assessment tools • Administration of “pre” surveys to select course participants • Tutoring • Ongoing advising and coaching sessions • Staff retreat • Host off campus groups for campus tours and information sessions
<p>September October November</p>	<ul style="list-style-type: none"> • Fall tutoring begins • Supplemental Instruction first year • Faculty Mentor/Mentee match • Outreach to upper-class students who are not on good academic standing (ASP) • Collaboration with Horizons Student Support Services club for a football tailgate • Study Abroad Valencia, Spain post event • Study Abroad Valencia, Spain comprehensive report finalized • Recruitment of 2015 peer mentors • Begin publicizing the May 2015 study abroad experience • Begin publicizing the spring 2015 Career Development course • Ongoing advising and coaching sessions • Horizons fall open house • Ongoing staff meetings • Study abroad May 2014 assessment • Staff development- Council for Opportunities in Education Conference and IAJC-ISAM Conference
<p>December</p>	<ul style="list-style-type: none"> • Faculty Mentor Reception • Study Abroad information sessions • End of the year course assessments • Tutoring • Supplemental Instruction first year • Ongoing advising and coaching sessions • Ongoing staff meetings
<p>January February March</p>	<ul style="list-style-type: none"> • Spring 2015 Career Development Course • EDPS: 301 Peer Mentor Training I • Outreach to students who are not on good academic standing (ASP) • Study abroad applications due • Study abroad pre-departure meetings • Host off campus groups for campus tours and information sessions

	<ul style="list-style-type: none"> • Department of Education Annual Progress Report • Tutoring • Ongoing advising and coaching sessions • Ongoing staff meetings
April May June July	<ul style="list-style-type: none"> • Study abroad pre-departure meetings • Program and course assessments • Host off campus groups for campus tours and information sessions • Study abroad 2015 • STAR preparation, outreach, and recruitment • Study abroad 2015 assessment • Ongoing advising and coaching sessions • Ongoing staff meetings

BENCHMARK PROGRAMS

Horizons Student Support Services benchmarks against the following Student Support Services TRIO 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
- Science Bound
- Eligible SSS students who are not in Horizons, Purdue Promise, 21st Century Scholars and/or Science Bound
- All Purdue University students
- Pell-eligible 4-year public college students in the state of Indiana (in state and out of state students)

OPPORTUNITIES FOR FUNDRAISING AND DEVELOPMENT

Areas of need:

1. 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.
2. Creation of a research program for Horizons students specifically in STEM (67% 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.
3. Funding for a Horizons participant retreat or conference that will allow for participation beyond the freshman year (possible Purdue Promise collaboration).

4. 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.
5. Sponsored career site visits for Horizons students to corporations such as Eli Lilly in Indianapolis, or a visit to the state capital for students who are interested in government.
6. The creation of a process that provides Horizons students priority registration.
7. Greater campus advocacy for the Horizons program and higher referrals from academic advisors across campus.
8. 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.
9. Expansion of program to serve more students, hiring of one staff member funded by the university to meet the extra needs.
10. Funding to provide Horizons graduates a stole indicating a Horizons distinction and to serve as a keepsake for students involved in the program.

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

**University Core Learning Outcomes Mapping
Horizons Student Support Services**

Foundational Learning Outcomes (First Year)	Program/Event/Course	Assessment Artifact/Evidence
Human Cultures	GS 199 & 490 Strategies for a Successful Freshman Year GS 199 Lab EDPS 301 Peer Mentor Training EDPS 490 Global Leadership in Valencia, Spain Convocation Tickets Program Foreign Language Tutoring	Critical Thinking in Diversity Assignment <ul style="list-style-type: none"> • Assignment Grade Diversity Exercise & Reflection <ul style="list-style-type: none"> • Exercise Assignment Grade • Reflection Assignment Grade Diversity Discussion <ul style="list-style-type: none"> • Participation points Reflection Assignments <ul style="list-style-type: none"> • Reflection Grade Homestay Experience <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation In-country experiences, excursions, and cultural activities <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation Participation Pre/Post Testing
Information Literacy	GS 199 & 490 Strategies for a Successful Freshman Year Campus Partner & Assessment Presentations: <ul style="list-style-type: none"> • Stress Management & Relaxation • Library Research • MBTI • Financial Literacy • Strong Interest Inventory • Resume Development • Nutrition 101 • Leadership 	Critical Thinking in Diversity Assignment <ul style="list-style-type: none"> • Assignment Grade Pre/Post Course Evaluation

<p>Oral Communication</p>	<p>GS 199 & 490 Strategies for a Successful Freshman Year</p> <p>GS 199 Career Lab</p> <p>Career Development Course</p> <p>One-on-One Sessions</p> <p>EDPS 301 Peer Mentor Training & Practicum</p>	<p>Faculty Mentor Assignments</p> <ul style="list-style-type: none"> • Interview Grades <p>Major Exploration Presentation</p> <ul style="list-style-type: none"> • Assignment Grade <p>Mock Interviews</p> <ul style="list-style-type: none"> • Interviewer Observations and Grade <p>Mock Interviews</p> <ul style="list-style-type: none"> • Interviewer Observations and Grade <p>Participation</p> <p>Course Participation</p> <ul style="list-style-type: none"> • Final grade
<p>Science, Technology, and Mathematics</p>	<p>Supplemental Instruction</p> <p>Tutoring</p> <p>Chemistry Study Sessions</p>	<p>SI Participation Grade and Final Course Grade</p> <p>Pre/Post Evaluation</p> <p>Participant Preparedness Evaluation</p>
<p>Written Communication</p>	<p>GS 199 & 490 Strategies for a Successful Freshman Year</p> <p>EDPS 301 Peer Mentor Training & Practicum</p> <p>EDPS 490 Global Leadership in Valencia, Spain</p>	<p>Goal Assignment</p> <p>Critical Thinking in Diversity Assignment</p> <p>Resume Assignment</p> <p>Mentor Interview Assignments</p> <ul style="list-style-type: none"> • Assignment Grades <p>Reflection Assignments</p> <p>Reflection Assignments</p> <ul style="list-style-type: none"> • Reflection Grade <p>Final Paper</p> <ul style="list-style-type: none"> • Assignment Grade

Embedded Learning Outcomes (Ongoing)	Program/Event/Course	Assessment Artifact/Evidence
Creative Thinking	GS 199 & 490 Strategies for a Successful Freshman Year EDPS 301 Peer Mentor Training & Practicum EDPS 490 Global Leadership in Valencia, Spain GS 199 Career Lab	Goal Assignment Critical Thinking in Diversity Assignment Resume Assignment Mentor Interview Assignments <ul style="list-style-type: none"> • Assignment Grades Reflection Assignments <ul style="list-style-type: none"> • Reflection Grade Reflection Assignments <ul style="list-style-type: none"> • Reflection Grade Final Paper <ul style="list-style-type: none"> • Assignment Grade Summary Assignment <ul style="list-style-type: none"> • Assignment Grade
Critical Thinking	GS 199 & 490 Strategies for a Successful Freshman Year	Goal Assignment Critical Thinking in Diversity Assignment <ul style="list-style-type: none"> • Assignment Grades
Ethical Reasoning	EDPS 490 Global Leadership in Valencia, Spain <ul style="list-style-type: none"> • Lecture on the topic: Cognitive Flexibility EDPS 301 Peer Mentor Training	Reflection Assignment on Cognitive Flexibility <ul style="list-style-type: none"> • Reflection Grade “The Forced Letter” Activity The Castle Scenario” Activity <ul style="list-style-type: none"> • Participation Grades
Global Citizenship and Social Awareness	EDPS 490 Global Leadership in Valencia, Spain <ul style="list-style-type: none"> • Service Learning Abroad 	Reflection Assignments <ul style="list-style-type: none"> • Reflection Grade Homestay Experience <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation In-country experiences, excursions, and cultural activities <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation Service Learning Participation
Information Literacy	GS 199 & 490 Strategies for a Successful Freshman Year Campus Partner & Assessment	Critical Thinking in Diversity Assignment <ul style="list-style-type: none"> • Assignment Grade Pre/Post Course Evaluation

	Presentations: <ul style="list-style-type: none"> • Stress Management & Relaxation • Library Research • MBTI • Financial Literacy • Strong Interest Inventory • Resume Development • Nutrition 101 • Leadership 	
Integrative Knowledge	Supplemental Instruction EDPS 301 Peer Mentor Training & Practicum	SI Participation Grade Course Grade Course Evaluations
Intercultural Knowledge and Effectiveness	EDPS 490 Global Leadership in Valencia, Spain <ul style="list-style-type: none"> • Lecture on the topic: Intercultural Sensitivity 	Reflection Assignments on Intercultural Sensitivity <ul style="list-style-type: none"> • Reflection Grade Homestay Experience <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation In-country experiences, excursions, and cultural activities <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation Service Learning Participation
Leadership and Teamwork	EDPS 301 Peer Mentor Training & Practicum <ul style="list-style-type: none"> • Action Project GS 199 Career Lab	Participation Out of Class Participation Grade Action Project Grade Diversity Exercise
Oral Communication	GS 199 & 490 Strategies for a Successful Freshman Year GS 199 Career Lab Career Development Course One-on-One Sessions	Faculty Mentor Assignments <ul style="list-style-type: none"> • Interview Grades Major Exploration Presentation <ul style="list-style-type: none"> • Assignment Grade Mock Interviews <ul style="list-style-type: none"> • Interviewer Observations and Grade Mock Interviews <ul style="list-style-type: none"> • Interviewer Observations and Grade Participation

	EDPS 301 Peer Mentor Training & Practicum	Course Participation <ul style="list-style-type: none"> Final grade
Quantitative Reasoning	Supplemental Instruction Tutoring Chemistry Study Sessions	SI Participation Grade and Final Course Grade Pre/Post Evaluation Participant Preparedness Evaluation
Written Communication	GS 199 & 490 Strategies for a Successful Freshman Year EDPS 301 Peer Mentor Training & Practicum EDPS 490 Global Leadership in Valencia, Spain	Goal Assignment Critical Thinking in Diversity Assignment Resume Assignment Mentor Interview Assignments <ul style="list-style-type: none"> Assignment Grades Reflection Assignments Reflection Assignments <ul style="list-style-type: none"> Reflection Grade Final Paper <ul style="list-style-type: none"> Assignment Grade

Student Development Learning Outcomes (Ongoing)	Program/Event/Course	Assessment Artifact/Evidence
Appreciation of Arts and Culture	Convocation Tickets Program GS 199 & 490 Strategies for a Successful Freshman Year	Participation Critical Thinking in Diversity Assignment <ul style="list-style-type: none"> Assignment Grade
Campus and Community Knowledge	GS 199 & 490 Strategies for a Successful Freshman Year	Critical Thinking in Diversity Assignment <ul style="list-style-type: none"> Assignment Grade
Engagement, Commitment, and Community	EDPS 301 Peer Mentor Training Horizons Fall Tailgate GS 199 Career Lab Faculty Mentor Program	Community Action Project <ul style="list-style-type: none"> Project Grade Participation Service Activity <ul style="list-style-type: none"> Activity Grade Faculty Mentor Assignments <ul style="list-style-type: none"> Assignment Grade Faculty Mentor Reception <ul style="list-style-type: none"> Participation

Equity, Diversity, and Inclusion	<p>GS 199 & 490 Strategies for a Successful Freshman Year</p> <p>GS 199 Lab</p> <p>EDPS 301 Peer Mentor Training</p> <p>EDPS 490 Global Leadership in Valencia, Spain</p>	<p>Critical Thinking in Diversity Assignment</p> <ul style="list-style-type: none"> • Assignment Grade <p>Diversity Exercise & Reflection</p> <ul style="list-style-type: none"> • Exercise Assignment Grade • Reflection Assignment Grade <p>Diversity Discussion</p> <ul style="list-style-type: none"> • Participation points <p>Reflection Assignments</p> <ul style="list-style-type: none"> • Reflection Grade <p>Homestay Experience</p> <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation <p>In-country experiences, excursions, and cultural activities</p> <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation
Health and Wellness	<p>Campus Partner & Assessment Presentations:</p> <ul style="list-style-type: none"> • Financial Literacy • Nutrition 101 	Course Pre/Post Evaluations
Identity Development	<p>GS 199 & 490 Strategies for a Successful Freshman Year</p> <ul style="list-style-type: none"> • Assessment Presentations <p>EDPS 490 Global Leadership in Valencia, Spain</p> <p>EDPS 301 Peer Mentor Training</p>	<p>Meyers-Brigg Type Indicator</p> <p>Strong Interest Inventory</p> <ul style="list-style-type: none"> • Assessment Summary Assignment Grade • Course Pre/Post Evaluations <p>Goal & Resume Assignment</p> <ul style="list-style-type: none"> • Assignment Grade <p>Enneagram Interpretation</p> <ul style="list-style-type: none"> • Reflection Grade <p>Enneagram Interpretation</p> <ul style="list-style-type: none"> • Reflection Grade
Interpersonal Relationships	One-on-One Sessions	Participation

	<p>Tutoring</p> <p>Faculty Mentor Program</p> <p>EDPS 301 Peer Mentor Training & Practicum</p>	<p>Pre/Post Testing</p> <p>Faculty Assignment Grades</p> <p>Course Grade and Course Evaluation</p>
Metacognition and Lifelong Learning		
Self-Efficacy and Self-Advocacy	<p>GS 199 & 490 Strategies for a Successful Freshman Year</p> <p>EDPS 490 Global Leadership in Valencia, Spain</p> <p>GS 199 Lab & Career Development Course</p>	<p>Goal Assignment</p> <ul style="list-style-type: none"> • Assignment Grade <p>Faculty Mentor Assignments</p> <ul style="list-style-type: none"> • Interview Grades <p>Midterm Progress Report</p> <ul style="list-style-type: none"> • Submission Grade <p>One-on-one sessions</p> <ul style="list-style-type: none"> • Participation Grade <p>Homestay Experience</p> <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation <p>In-country experiences, excursions, and cultural activities</p> <ul style="list-style-type: none"> • Participation • Pre/Post Evaluation <p>Mock Interviews</p> <ul style="list-style-type: none"> • Observation and Assignment Grade