Academic Support Services

2009 Goals and Outcomes

Department Mission

Academic Support Services' mission is to create and maintain a support system that fosters student development and lifelong learning by facilitating:

- Student academic success
- Student self advocacy and self responsibility
- Student active involvement in USF's learning community
- Student equal access to educational opportunities
- The University community's ability to meet the needs of the students we serve

Academic Support Services strives to meet these goals by adhering to standards of excellence and commitment to service.

I. USF Student Disability Services (SDS)

Mission

The mission of Student Disability Services, (SDS) is to help USF students with disabilities become fully contributing and actively participating members of the University community while acquiring and developing the knowledge, skills, values, and sensitivity to become women and men for others. Toward that end, SDS promotes a fully integrated University experience for students with disabilities by ensuring that students have equal access to all areas of university life and receive appropriate educational support and services to foster their academic and personal success.

Goals and Outcomes

THEME: STUDENT USE OF ACCOMMODATIONS AND SERVICES

Learning Goal 1: As a result of Student Disability Services, students will be able to use services to overcome barriers and reduce the impact of their disabilities on their college experience.

Outcomes and Rubrics:

1. Students will use appropriate accommodation services (i.e. note taking services, alternative media for texts, extended time for exams, and specialized tutoring services) and campus resources to achieve their academic performance goals.

   a) *Below Expectations*: students use no services or campus resources.
   b) *Minimal Acceptable Criteria*: students use services or resources when in crisis.
   c) *Exemplary*: students use services and resources regularly and effectively to achieve their academic performance goals.

2. As a result of services and accommodations, students' academic experience will be comparable to that of students who do not have disabilities.

a) *Below Expectations*: students fail to meet academic goals due to disability.
b) *Minimal Acceptable Criteria*: students report some academic challenges due to disability.
c) *Exemplary*: students believe their academic experiences are roughly equivalent to those of classmates who do not have disabilities.

3. Students will learn study skills techniques that will help them compensate for disability-related learning challenges.

   a) *Below Expectations:* students fail to attain academic performance goals due to inadequate study skills.
   b) *Minimal Acceptable Criteria:* students have adequate study skills but do not know how to use them to compensate for specific disability-related learning challenges to achieve academic performance goals.
   c) *Exemplary:* students achieve academic performance goals by using study skills effectively to compensate for disability-related learning challenges.

Measurement/Assessment Plan: To evaluate services and accommodations, students will be asked about their academic performance goals at the beginning of the semester. At the end of the semester they will also be asked whether they used services and accommodations, which they used and whether the services helped them achieve their academic performance goals. Data will be compared annually.

- *Year One*: focus on testing accommodations.
- *Year Two*: focus on note-taking.
- *Year Three*: focus on other types of accommodations and services. Study skills will also be evaluated: students will be asked to describe their academic performance goals and study skills at the beginning of the semester. At the end of the semester they will be asked whether they received assistance with study skills and whether they achieved their academic goals. These data will be compared.

Academic performance and retention of students using accommodations and those not using them will be compared annually.

THEME: STUDENT AWARENESS AND SELF-ADVOCACY

Learning Goal 1: As a result of Student Disability Services, students will be aware of their capabilities and limitations.

Outcomes and Rubrics:

1. Students will be able to identify their disability and functional limitations and challenges that result from their disability.

a) *Below Expectations:* students have little or no knowledge of their disability, the limitations and challenges it causes.
b) *Minimal Acceptable Criteria:* Students will be able to identify their disability but not accurately describe limitations and challenges it causes.
c) *Exemplary:* Students will be able to articulate the nature of their disability and effectively describe limitations and challenges it causes.

2. Students will be able to identify possible accommodations and services they may need for equal access and to demonstrate the ability to communicate them to faculty and staff.

   a) *Below Expectations*: Students are unable to identify possible accommodations and services that will help them compensate for their disability.
   b) *Minimal Acceptable Criteria*: Students are able to identify possible accommodations and services they may need for equal access.
   c) *Exemplary:* Students are able to identify possible accommodations and services they need and can articulate these needs effectively to faculty and staff.

Measurement/Assessment Plan: At the end of each semester students will be asked to describe their disability and accommodation needs, either verbally (meeting with specialist) or in writing (questionnaire). These data will be compared annually.

THEME: CAMPUS COMMUNITY AWARENESS

Learning Program Goal 1: As a result of Student Disability Services, students will identify Academic Support Services as a resource for members of the university community, including prospective students, parents, and the public.

Outcomes and Rubrics:

1. The University community will be able to list basic services provided by Academic Support Services, Student Disability Services, and the Learning and Writing Center (via website and informational brochure distributed throughout the campus community).

   a) *Below Expectations:* Faculty and staff are not aware of the existence of SDS or Academic Support Services.
   b) *Minimal Acceptable Criteria:* Faculty and Staff are aware of SDS and Academic Support Services and the Learning Center and have a general idea of what services the offices provide through viewing website or brochure.
   c) *Exemplary:* Faculty and Staff will be able to identify the three basic steps in the SDS referral process, have visited the offices, and referred students to SDS, Academic Support Services and the Learning Center as appropriate.

Measurement/Assessment Plan: Faculty will be randomly selected and asked to identify the location and purpose of Academic Support Services, SDS and the Learning Center. New SDS students will be asked to identify their referral source during the intake and eligibility process. This information will be compared annually.

II. The Learning Center

Mission

The mission of the Learning Center is to provide students with opportunities to enhance their academic skills and abilities through cultivating effective learning practices. The Center supports students' investment in learning and studying, respects individual learning styles and provides an environment that is conducive to learning. The Center is also committed to helping student tutors serve as learning role models. With the goal of creating lifelong learners, the Center strives to support students' endeavors to enhance self-confidence and higher academic achievement and performance.

Goals and Outcomes

THEME: ENHANCING TIME MANAGEMENT SKILLS

Learning Goal 1: As a result of Learning Center Services, students will be able to formulate individual study and time management plans.

Outcomes and Rubrics:

1. Students will be able to create and follow individual study plans within certain courses.

   a) *Below Expectation:* Students are unable to formulate study plans.
   b) *Minimal Acceptable Criteria:* Students are able to formulate realistic study plans at times of high academic demand.
   c) *Exemplary:* Students consistently formulate and follow realistic individual study plans throughout the semester.

2. Students will be able to create and follow time management plans.

   a) *Below Expectation:* Students are unable to create time management plans.

b) *Minimal Acceptable Criteria:* Students are able to formulate a realistic daily time management plan.
c) *Exemplary*: Students consistently formulate both short- and long-term time management plans and follow them.

Measurement/Assessment Plan: Service user evaluations will include questions about whether tutoring services helped them learn how to formulate and follow study plans and manage time effectively. Focus groups will also be used to evaluate services in alternate years.

THEME: LEARNING STYLES AWARENESS

Learning Goal 2: As a result of Learning Center Services, students will be aware of learning styles and how they affect academic performance.

Outcomes and Rubrics:

1. Students will be able to identify and describe their learning styles.

   a) *Below Expectations:* Students are unaware of the concept of learning styles.
   b) *Minimal Acceptable Criteria:* Students are able to describe what a learning style is.
   c) *Exemplary:* Students are able to define their own various learning styles.

2. Students will be able to describe how their learning styles impact their academic performance.

   a) *Below Expectation*: Students are unaware of how their learning styles impact their ability to learn in different situations.
   b) *Minimal Acceptable Criteria:* Students are able to identify which learning situations best match their dominant learning styles.
   c) *Exemplary:* Students are able to utilize different learning styles in different learning situations to enhance their academic performance.

Measurement/Assessment Plan*:* Tutoring services evaluation will include a question about whether tutoring services helped students learn about their learning styles. Data are collected and compared annually. Focus groups of Learning Center users will also be used to evaluate services annually.

THEME: INCREASING ACADEMIC SELF-CONFIDENCE

Learning Goal 1: As a result of Learning Center Services, students will learn the process of increasing academic self-confidence

Outcomes and Rubrics*:*

1. Students will develop specific skills that will build their confidence in their ability to achieve academic performance goals.

a) *Below Expectation:* Students do not understand the process of how to build self-confidence in regard to their academic pursuits.
b) *Minimal Acceptable Criteria:* Students develop some skills that lead to increased confidence in their abilities to perform academically.
c) *Exemplary:* Students indicate development of skills that increase their academic self-confidence.

Learning Goal 2: Students will transfer increased self-confidence level to increased academic performance.

Outcomes and Rubrics*:*

1. Students will be confident in their ability to achieve their academic performance goals within specific courses.

   a) *Below Expectation:* Students will be unable to transfer self-confidence increase to academic performance.
   b) *Minimal Acceptable Criteria:* Students report a slight increase in academic performance as a result of increased self-confidence.
   c) *Exemplary:* Students indicate increased ability to achieve their academic performance goals as a result of their increase self-confidence.

Measurement/Assessment Plan*:* Tutoring Service request form will include questions about the degree to which students feel prepared to achieve their academic goals and what their academic goal for the course is. At the end of the semester students will be asked whether the tutoring service helped them attain their goals. These data will be compared with actual grades students earned. Focus groups of Learning Center users will also be used to evaluate services in alternate years.

THEME: FOSTERING SERVICE TO THE USF COMMUNITY

Program Goal 1: As a result of Learning Center services, high achieving students will have an opportunity to serve the USF community by providing tutoring to classmates.

Outcomes and Rubrics:

1. Faculty and students will be aware that high achieving students with expertise in specific subject areas can trained to serve as paid academic subject tutors.

   a) *Below Expectations:* Most high achieving students are unaware of the opportunity to serve as Learning Center tutors.
   b) *Minimal Acceptable Criteria:* Some high achieving students are aware of the Learning Center's services and some are aware of tutoring opportunities.
   c) *Exemplary:* High achieving students are regularly referred by faculty and/or self-referred to the tutor training program.

Measurement/Assessment Plan: Number of faculty referrals and student tutor applications will be tallied annually, including total referrals and applications as well as unique referrals and applications.

III. America Reads

Mission

America Reads is a federal program that encourages early literacy in America by training and employing university students eligible to receive federal work-study funds to work as literacy tutors for students in kindergarten through 3rd grade.

Goals and Outcomes

Program Goal 1: As a result of America Reads, USF will have an increased presence in the San Francisco elementary school community.

Outcomes and Rubrics*:*

1. Administrators and faculty at USF America Reads sites (schools and after-school programs) will use USF student tutors as a resource for improving student literacy.

   a) *Below Expectations:* Elementary school administrators and teachers at America Reads sites have no knowledge of the program, the tutors or the university involved.
   b) *Minimal Acceptable Criteria*: Some teachers at America Reads sites are aware of USF's participation in America Reads program.
   c) *Exemplary:* Most teachers and key administrators in schools with America Reads program tutors are aware of USF's involvement in the program.

Measurement/Assessment Plan*:* Site contacts involved in America Reads program will be asked annually to what degree the staff at their sites are aware of the program and USF's involvement in the program.

Learning Goal 1: As a result of America Reads, students will assist students in San Francisco's diverse elementary school population with literacy development.
Outcomes and Rubrics*:*

1. USF America Reads tutors will be able to identify some literacy issues elementary students face and some common strategies for helping students improve their literacy.

    a) *Below Expectations:* USF America Reads tutors are unaware of literacy issues.
    b) *Minimal Acceptable Criteria*: Some USF America Reads tutors can identify at least one literacy issue their elementary students are confronting.
    c) *Exemplary:* Most USF America Reads tutors are aware of a range of common literacy issues among their students and can identify some specific strategies for helping students facing specific literacy challenges.

2. USF students serving as tutors will be able to identify some strategies to foster literacy in K-3rd grade students.

    a) *Below Expectations:* USF America Reads tutors are unable to identify strategies to improve literacy.
    b) *Minimal Acceptable Criteria*: USF America Reads tutors can identify one strategy for improving literacy.
    c) *Exemplary:* Most USF America Reads tutors can identify some specific strategies for helping students facing specific literacy challenges.

3. USF students serving as tutors will apply knowledge of literacy strategies to help K-3rd grade students in elementary schools develop their literacy.

    a) *Below Expectation:* USF America Reads tutors are unable to help K-3 students develop literacy.
    b) *Minimal Acceptable criteria:* USF America Reads tutors are able to help some students slightly improve their literacy.
    c) *Exemplary:* USF America Reads tutors are able to significantly improve K-3 students' literacy.

Measurement/Assessment Plan: Each semester tutors will complete assignments in their America Reads training courses that reflect their awareness of the literacy challenges that their students face, as well as their ability to create specific strategies for specific literacy challenges. They will also be asked to describe any change in K-3 students' literacy skills they perceived to be an effect of their tutoring.

IV. The Foreword Summer Bridge Program

Mission

The Foreword Summer Bridge program helps students achieve their higher education goals by introducing them to academic expectations at USF and helping them design their own unique paths to success. The program also aims to prepare students to thrive in the University of San Francisco's multicultural environment and to become leaders in the USF community.

Goals and Outcomes

Learning Goal 1: As a result of the Foreword Program, students will develop the essential academic skills needed to successfully meet the demands of the University's rigorous academic curriculum.

Outcomes and Rubrics*:*

1. Students will learn how to write at the college level.

   a) *Below Expectations:* Students are unable to structure arguments, are prone to plagiarize, and unable to utilize basic tenets of grammar.
   b) *Minimal Acceptable Criteria*: Students can appropriately utilize summary, paraphrase, or quotations; can both define and avoid plagiarism; can construct complex arguments and learn to read academic text (peer-reviewed journals, etc.); learn basic rhetorical concepts; differentiate between inductive and deductive arguments.
   c) *Exemplary:* Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields. Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes. Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.

Measurement/Assessment Plan*:* Writing exercise prior to course completion.

2. Students will learn necessary study skills that will help facilitate their academic success including: Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self-Testing, and Test-Strategies.

      a) *Below Expectations:* Students do not fall in the middle range in 6 out of 10 scales using the LASSI survey.
      b) *Minimal Acceptable Criteria:* Students will fall in the middle range in 7 out of the 10 of the scales using the LASSI survey.
      c) *Exemplary:* Students will fall in the middle range for all 10 scales using the LASSI survey.

Measurement/Assessment Plan*:* Learning and Study Skills Inventory (LASSI) will be used as pre- and post-test for the Foreword program.

3. Students will learn the fundamentals of college-level mathematics in preparation for their continuing USF course work.

      a) *Below Expectations:* Students will perform at a level of C- or lower on the final exam given in the Foreword Math Workshop.
      b) *Minimal Acceptable Criteria:* Students will perform at a minimal level (C or above) on the final exam given in the Foreword Math Workshop.
      c) *Exemplary:* Students will perform at a level of B or above on the final exam given in the Foreword Math Workshop.

Measurement/Assessment Plan: Post Hoc: Track progress and test results through their core math course.

Learning Goal 2: As a result of the Foreword Program, students will explore the values, skills and knowledge needed to function effectively in our multicultural campus and world.

Outcomes and Rubrics*:*

1. Students will learn how cultural differences affect communication.

      a) *Below Expectations:* Students are unaware of cultural influences on communication.
      b) *Minimal Acceptable Criteria:* Students are aware of the effects of their own cultural assumptions and language on communication with others.
      c) *Exemplary:* Students actively explore knowledge of cross-cultural differences.

Measurement/Assessment Plan: In-class exercises.

2. Students will be able to identify their role in their respective communities and beyond.

      a) *Below Expectations:* Students will be unable to make a connection to the larger society through their actions.
      b) *Minimal Acceptable Criteria:* Students will learn individual actions they can take to have an impact on one of their various communities.
      c) *Exemplary:* Students will identify one specific campus activity in which they will participate.

Measurement/Assessment Plan: Review data on campus activity participation during students' first year.

Learning Goal 3: As a result of the Foreword Program, students will learn how and when to take advantage of campus resources and opportunities to help them succeed as student-scholars.

Outcomes and Rubrics*:*

1. Students will learn to identify academic resources and how to leverage them for individual success.

    a) *Below Expectations:* Students are unaware of resources that are available to them.
    b) *Minimal Acceptable Criteria:* Students will utilize 2-3 academic resources by the end of their first academic year.
    c) *Exemplary:* Students will utilize more than 3 academic resources by the end of their first academic year and refer the resources to fellow students.

Measurement/Assessment Plan*:* Review data on how many resources students utilized their first year at USF.

Learning Goal 4: As a result of the Foreword Program, students will have a working knowledge of leadership and leadership opportunities available on campus.

Outcomes and Rubrics*:*

1. Students will learn a working definition of leadership.

    a) *Below Expectations:* Students cannot articulate a definition of leadership.
    b) *Minimal Acceptable Criteria:* Students can articulate a definition of leadership and the application of appropriate leadership strategies.
    c) *Exemplary:* Students can connect the importance of leadership in accomplishing the mission, values and goals of a group.

Measurement/Assessment Plan: In-class activities.

2. Students will learn their own leadership style.

    a) *Below Expectations:* Students will not be able identify their leadership style.
    b) *Minimal Acceptable Criteria:* Students will be able to identify their leadership style.
    c) *Exemplary:* Students will know how to utilize their leadership style to influence others.

Measurement/Assessment Plan: In-class activities

3. Students will learn where opportunities exist to exercise leadership.

   a) *Below Expectations:* Students will not participate in any leadership opportunity by the end of their first academic year.
   b) *Minimal Acceptable Criteria:* Students will participate in 1 leadership opportunity by the end of their first academic year.
   c) *Exemplary:* Students will participate in more than 2 leadership opportunities by the end of their first academic year.

Measurement/Assessment Plan: Review data from participation in leadership opportunities during the year.

V. First Year Student Services

Mission

The mission of First Year Student Services (FYSS) is to serve as a first point of support for first year students at the University of San Francisco. We also strive to educate the university community and students' families about issues relating to the first year and effective strategies to address them that facilitate the successful transition of first year students to their second year.

Goals and Outcomes

Department Goal 1: Foster faculty and staff and families awareness of specific needs of first year students and unique strategies to ensure retention.

Outcomes and Rubrics:
1. Faculty, staff, and families will be able to identify transition issues for the first year.

   a) *Below Expectations*: Not aware of any common first year student transition issues.
   b) *Minimal Acceptable Criteria*: Aware of one common first year student transition issue.
   c) *Exemplary*: Aware of at least three common first year student transition issues.

2. Faculty, staff, and families will be able to identify a strategy to ensure students persist.

   a) *Below Expectations*: Not aware of any strategies that foster persistence.

b) *Minimal Acceptable Criteria*: Aware of one strategy that fosters persistence.
c) *Exemplary*: Aware of at least three strategies that foster persistence.

Measurement/Assessment Plan: Focus groups with faculty, staff and families conducted annually. Content and number of phone calls to FYSS support line as well as orientation line will be tracked and compared annually.

Learning Goal 1: As a result of FYSS, students will persist to second year.

Outcomes and Rubrics:

1. Students will be able to identify resources to assist them with academic challenges.

    a) *Below Expectations*: Not aware of any resources to assist them with academic challenges.
    b) *Minimal Acceptable Criteria*: Aware of two resources to assist them with academic challenges.
    c) *Exemplary*: Aware of four resources to assist them with academic challenges.

2. Students will be develop problem–solving skills that help them persist.

    a) *Below Expectations*: Students have inadequate problem solving skills
    b) *Minimal Acceptable Criteria*: Students have some effective problem solving skills.
    c) *Exemplary*: Students have effective problem-solving skills, which help enable them to persist.

Measurement/Assessment Plan: Student who contacted FYSS will be asked to what extent the office helped them to persist at USF. Annually, LASSI (which includes problem-solving and resource awareness skills) will be given to selected first year students. Focus groups in first year residence halls will also be conducted annually. Attendees at First Year student events will also be asked whether they know about FYSS.

VI. College Success Courses

Mission

The College Success Courses strive to provide students with the tools needed to help them achieve their academic goals. College Success I teaches students effective practices for studying, test taking, and time management. College Success II assists students with self-discovery to identify a career path that is aligned with their interests and goals. These courses introduce students to

campus resources and key individuals who can assist students in meeting their academic and personal goals.

Goals and Outcomes

College Success I: Success Strategies

Learning Goal 1: As a result of the College Success I Course, students will be able to identify time management and academic success strategies and apply them toward their own success.

**Outcomes and Rubrics*:*

1. Students will be able to identify 10 USF resources and explain how they could use them to help themselves succeed.

    a) *Below Expectation:* student can identify one or two resources.
    b) *Minimal Expectation:* student can identify 3-5 resources.
    c) *Exemplary:* student can identify 10 resources and explain how they use them to help themselves succeed.

2. Students will be able to identify one time management strategy and describe how they apply it toward their own success.

    a) *Below Expectation:* students cannot identify any time management strategies.
    b) *Minimal Expectation:* students can identify a time management strategy.
    c) *Exemplary:* students can describe at least one time management and explain in detail how they use it to help themselves succeed.

3. Students can identify one test-taking strategy that they have used to succeed on tests.

    a) *Below Expectation:* students cannot identify any test-taking strategies.
    b) *Minimal Expectation:* students can identify one test-taking strategy.
    c) *Exemplary:* students can identify at least one test-taking strategy and describe in detail how they use it to help themselves succeed.

4. Students can identify and describe two areas of strength and one area of weakness.

    a) *Below Expectation:* students cannot identify strengths and weaknesses.
    b) *Minimal Expectation:* students can identify one or more weaknesses.
    c) *Exemplary:* students can identify two areas of strength and one area of weakness.

Measurement/Assessment Plan*: Post-test final. Grades of matched control group of students who did not complete the course will be compared annually. Students completing the course will be asked whether the course helped them persist.

College Success II: Exploring Majors and Careers:

Learning Goal 1: As a result of the College Success Courses, students will be able to apply self-knowledge and concepts of career development theory to begin to develop personal career plans.

Outcomes and Rubrics*:*

1. Students will identify three personal values and explain how they relate to their own career choice.

    a) *Below Expectation:* students are unaware of own values.
    b) *Minimal Expectation:* students can identify three personal values.
    c) *Exemplary:* students can identify three personal values and explain how they relate to their own potential career choice.

2. Students will identify one career interest area and three related occupation choices.

    a) *Below Expectation:* students are unaware of career interest areas.
    b) *Minimal Expectation:* students can identify one interest area.
    c) *Exemplary:* students can identify one interest and three related occupation career choices.

3. Students who have not yet declared a major will narrow their choices to 1-2 options that interest and suit them.

    a) *Below Expectation:* students have no idea what to major in or have chosen a major not suitable for them.
    b) *Minimal Expectation:* students can identify several major options that interest them and coincide with their interests and abilities.
    c) *Exemplary:* students can identify 1-2 major options and explain how they are compatible with their interests, skills, values etc.

4. Students will identify specific requirements of two potential career goals and outline a detailed plan to achieve each.

    a) *Below Expectation:* students are unable to identify specific requirements of a potential career goal.
    b) *Minimal Expectation:* students can identify several potential career goals.
    c) *Exemplary:* will identify specific requirements of two potential career goals and outline a detailed plan to achieve each.

Measurement/Assessment Plan: Post-test and final portfolio. A matched control group of students who did not complete the course will be compared with those who completed the course. Graduation and major declaration rates among these groups will be analyzed (*year two and beyond*). Students will be asked to what extent the course helped them to persist to graduation and/or declare major.

VII. New Student Orientation (NSO)

Mission

New Student Orientation (NSO) connects new students and their families to the diverse, socially responsible learning community of the University of San Francisco. The program introduces students to USF's Mission and values, emphasizing standards of academic excellence and our commitment to social justice. Orientation fosters student success by informing students of academic requirements and student responsibilities as well as resources and opportunities that will help them achieve their academic goals. NSO also promotes new students' persistence by facilitating connections with fellow students, faculty, and staff, and initiating a strong affiliation with the university community.

(N.B., *these goals, outcomes, rubrics and measurement/assessment plans are drafts and as such, subject to change because the new NSO Steering Committee members have not yet thoroughly reviewed and approved them. Revisions and final approval of these drafts will be done in Fall 2009.)*

THEME: SETTING HIGH EXPECTATIONS

Learning Goal 1: As a result of New Student Orientation (NSO), students will learn USF's academic requirements.

Outcomes and Rubrics:

1. Students will be able to list their core and major requirements and develop an academic plan that leads to graduation.

    a) *Below Expectations:* students cannot identify any course requirements and have no academic plan.

      b) *Minimal Acceptable Criteria:* students can identify several course requirements and a few major course requirements and have a general plan for the next semester.
      c) *Exemplary:* students can identify most courses they need to take and have a plan for when they will take each course and when they will graduate.

2. Students will be able to identify and describe at least one special USF academic program that coincides with their academic or personal goals.

      a) *Below Expectations:* students are unable to identify any special academic programs.
      b) *Minimal Acceptable Criteria:* students can identify at least one special academic program.
      c) *Exemplary:* students can identify at least one special academic program and explain how it coincides with their academic or personal goals.

Measurement/Assessment Plan: Students will complete web registration and the online core curriculum tutorial, which includes an academic requirements post-test. Students will complete the NSO survey that includes questions about academic requirements.

Learning Goal 2: As a result of NSO, students will recognize the academic integrity and personal responsibility expectations of the University community.

Outcomes and Rubrics:

1. Students will be able to articulate a basic understanding of USF's academic pledge and know key responsibilities of being a USF Community member.

      a) *Below Expectations:* students will be unaware of USF's mission and academic pledge and/or will commit an academic integrity violation in their first year at USF. Students will be unaware of USF student responsibilities and/or will commit disciplinary violations.
      b) *Minimal Acceptable Criteria*: students will be able to express an idea about the USF Mission, academic integrity and personal responsibility expectations and do not commit any violations.
      c) *Exemplary:* students will be able to articulate the USF mission and how it relates to their personal and academic plans and goals. Students will help other peers to understand the USF mission and how they can relate it to their goals and plans.

Measurement/Assessment Plan: Students will sign the academic integrity pledge at the NSO convocation … numbers and who signed will be tracked. Reports of academic integrity and disciplinary violations among first year students will be compared over time. The New Student Orientation survey will also include questions about academic integrity and student responsibilities.

Learning Goal 3: As a result of NSO, students will understand USF's commitment to service.

Outcomes and Rubrics:

1. Students will be able to articulate their own perception of why service is important.

    a) *Below Expectations:* Students will not be able to articulate the importance of service.
    b) *Minimal Acceptable Criteria*: Students have some knowledge of the importance of service.
    c) *Exemplary:* Students can articulate why service is important to them and the USF Community.

2. Students will be able to explain how USF demonstrates its commitment to service.

    a) *Below Expectations:* Students will be unaware of USF's commitment to service.
    b) *Minimal Acceptable Criteria*: Students are aware of USF's service learning requirement.
    c) *Exemplary:* Students can describe three specific ways they can participate in service through USF.

Measurement/Assessment Plan: NSO survey will ask students to explain their perception of the importance of service and USF's commitment to service. Service Learning requirement completion rates for first year students will also be examined annually.

THEME: RESOLVING TO SUCCEED

Learning Goal 1: As a result of NSO, students will learn the resources available to help them succeed.

Outcomes and Rubrics:

1. Students will be able to identify and locate at least 5 USF resources, including One Stop and their College/School Dean's office and describe how they can help them succeed.

    a) *Below Expectations:* students will be unable to identify any resources, including One Stop and their Dean's office.
    b) *Minimal Acceptable Criteria*: students will know where One Stop, their Dean's office, and three other resources are and have used 2 of them at least once.
    c) *Exemplary*: students will be able to identify 5 or more resources, have used both their Dean's office and One Stop as well as 3 additional resources.

Measurement/Assessment Plan: Numbers of students visiting One Stop and College Dean's Offices during first semester will be tracked and reviewed. Students will also be asked about resource use at First year student events as well as on the NSO student survey. NSSE data on student services will also be analyzed.

Learning Goal 2: Students will understand the importance of attending NSO events.

Outcomes and Rubrics:

1. Students will be able explain the purpose of each orientation event.

   a) *Below Expectations:* students will be unable to identify the purpose of orientation events.
   b) *Minimal Acceptable Criteria:* students will be able to explain a general purpose of at least 2 new student orientation events.
   c) *Exemplary:* students will be able to explain the purpose of each orientation event.

Measurement/Assessment Plan: New student orientation survey will ask students to explain the purpose of various orientation events and indicate whether they attended.

Learning Goal 3: Students will complete all essential steps for becoming a new student.

Outcomes and Rubrics:

1. Students will register online (requiring USF connect log-in and completion of hold requirements and the Core Curriculum tutorial).

   a) *Below Expectations:* students do not register online.
   b) *Minimal Acceptable Criteria:* students register online and attend 2-3 orientation events.
   c) *Exemplary:* students attend all mandatory and most social events and register online with little assistance.

Measurement/Assessment Plan:
Core Curriculum tutorial completion, and web registration data will be tracked each year and compared with retention data every two years.

THEME: BUILDING CONNECTIONS AND AFFILIATING WITH THE USF COMMUNITY

Learning Goal 1: As a result of New Student Orientation, students will develop connections with other new students, continuing students, faculty and staff, some of who are from different cultural, socioeconomic or ethnic backgrounds than themselves, which will help them persist.

Outcomes and Rubrics:

1. Students will be able to identify at least one other new student, one continuing student, their faculty advisor (or a member of the dean's office advising staff) and their residence hall advisor by name.

    a) *Below Expectations*: students do not know the names of any other students, faculty or staff.
    b) *Minimal Acceptable Criteria*: students know the names of other students only.
    c) *Exemplary*: students will be able to identify at least one other new student, one continuing student, their faculty advisor (or a member of the dean's office advising staff) and their residence hall advisor by name and continue to interact with some or all of these individuals through their first year at USF.

2. Students will be able to identify at least one opportunity for involvement on campus and pursue this opportunity during their first year.

    a) *Below Expectations*: students cannot identify any opportunities for involvement.
    b) *Minimal Acceptable Criteria*: students can identify an opportunity for involvement.
    c) *Exemplary*: students will be able to identify at least one opportunity for involvement on campus and will attend at least one campus organization event (such as club meeting).

3. Students will participate in three community group sessions with students from varied socioeconomic and ethnic backgrounds.

    a) *Below Expectations*: students do not attend community groups.
    b) *Minimal Acceptable Criteria*: students attend one community group.
    c) *Exemplary*: students participate in three community group sessions.

Measurement/Assessment Plan: Students will complete a survey that includes questions about event attendance and names of USF community members they met during orientation. Records for orientation check-in, as well as campus event attendance will be compared with retention data. Focus groups will also be used to evaluate New Student Orientation.

Learning Goal 2: As a result of NSO, all students, including those with specific group affiliation, will identify strongly with the USF community and choose to persist because of this affiliation.

Outcomes and Rubrics:

1. Students will view themselves positively as integral members of the USF community.

a) *Below Expectations*: student withdraws from the university after reporting lack of affiliation.
b) *Minimal Acceptable Criteria*: student reports that they view themselves as a member of the USF community and persist to graduation.
c) *Exemplary*: Students are active in the USF community and encourage other students to participate actively as well.

2. Students will read USF's summer reading selection for the year.

   a) *Below Expectations*: students do not complete the summer reading and do not complete related Rhetoric course assignments satisfactorily.
   b) *Minimal Acceptable Criteria*: students read parts of the summer reading book and complete Rhetoric course assignments.
   c) *Exemplary*: students read the summer reading book, excel at the Rhetoric course assignments and participate in discussions about the book.

3. Students will be able to explain why it is important to identify strongly with the USF community.

   a) *Below Expectations*: students do not know why it is important to identify with the USF community.
   b) *Minimal Acceptable Criteria*: students can state general reasons why it is important to identify with the USF community.
   c) *Exemplary*: students can state specific reasons why it is important to USF and to themselves that they identify with the USF community.

Measurement/Assessment Plan: Students will be asked whether specific events (such as USF Welcome and New Student Convocation) helped them to identify with the USF community. Retention/persistence rates will be compared with orientation attendance and reported affiliation with the USF community (per survey). Students will be asked to what extent NSO helped them to persist at USF. Grades for Rhetoric and Composition course assignments related to the book will be analyzed. Affiliation will also be evaluated via group discussion and questionnaire at first year student events.

THEME: STUDENT OUTREACH

Learning Goal 1: As a result of New Student Orientation, students who are members of targeted special interest groups (transfers, international students, first generation students, undeclared students) will learn about the additional steps they may need to take to become active members of the USF community.

Outcomes and Rubrics:

1. Students will attend special orientation events for their group, be able to identify one campus resources or clubs specifically geared to helping members of their

group succeed and be able to identify one other new student or a continuing student in their group.

    a) *Below Expectations*: students are unaware of the population-specific orientation events for their group.
    b) *Minimal Acceptable Criteria*: students are aware of the population-specific orientation events, attend at least one event, and meet a new classmate at the event.
    c) *Exemplary*: students attend multiple population-specific events during NSO, as well as throughout the school year and meet more than one new classmate.

Measurement/Assessment Plan: Attendance at population-specific events will be reviewed. Event attendance at special group events held throughout the year will also be reviewed and compared with orientation event attendance (such as the Transfer Palooza)

THEME: FAMILY ORIENTATION

Program Goal 1: As a result of New Student Orientation, students' family members will know some of the common transition issues students face and how to provide support for their student.

Outcomes and Rubrics:

1. Family members will attend family orientation events, be able to indicate common transition issues discussed during family orientation (including FERPA implications), on the USF website and in family-oriented publications, and know important dates such as Family Weekend and the term finals periods.

    a) *Below Expectations*: family members are unaware that family orientation events exist.
    b) *Minimal Acceptable Criteria*: family members attend family orientation events and are able to identify one common transition issue and one important date for students.
    c) *Exemplary*: family members attend all family orientation events, are able to identify at least three common transition issues (and prevent FERPA related problems) and know of specific important dates and timelines for their students. Family members also express a strong affiliation with USF.

Measurement/Assessment Plan: Family member online survey. Number of FERPA related problem phone calls or emails also tracked. Focus groups of family members will also be used to evaluate family orientation (at family weekend).