I. ANNUAL REPORT FOR YEARS 2014 - 2015

Mission Statement

The mission of University 101 Programs is to foster student success and engagement by providing academic courses, leadership opportunities, and instructor development in support of students’ transition into, through, and out of the University.

Goal 1.
Foster Academic Success

Curriculum
UNIV 101

Learning Outcome 1.
Adapt and apply appropriate academic strategies to their courses and learning experiences.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Knowledge of Study Strategies factor of the FYSA, which consists of the following questions: Degree to which the course improved the students’ understanding of study strategies that work for them, (2) likelihood of using their time effectively when studying for tests, (3) understanding of the importance of using study time effectively, (4) likelihood of keeping up with class readings in their courses, (5) likelihood to use study groups to prepare for tests, (6) likelihood of taking effective notes in class, and (7) likelihood of participating in class discussion.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 50th percentile of all participating institutions. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will be assessed by two questions on the NSSE: 1) the extent to which their experience at this institution has contributed to their ability to learn effectively on their own; and 2) how often the students asked questions in class or contributed to class discussions. Comparisons will be made between UNIV 101 students and non-participants. We expect UNIV 101 students will have higher scores than non-participants. We also expect that 70% of UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the extent to which they applied skills learned in University 101 to other academic courses. Our goal is to achieve a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.
**First Year Seminar Assessment:** Overall, University 101 improved on this learning outcome. University 101 students reported being most successful understanding the importance of using study time effectively. Students reported being least successful using study groups to prepare for tests. However, that question saw the most improvement over last year.

**National Survey of Student Engagement:** Results have not been updated due to a low response rate on recent iterations of the survey.

**Former Student Survey:** Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their applying skills to other academic courses than did students enrolled in 2009 and 2010, However, the mean has not yet met our standard.

**Outcome 1 - Academic Strategies**

**Use of Results**

University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students' needs at the University of South Carolina.

Staff met with top performing instructors on this outcome to develop instructor resources for teaching to this outcome. Those results were shared at the Syllabus Preparation & Teambuilding Workshops, and instructors presented on the topic at the Building Connections Conference.

The *Faculty Resource Manual* and *Transitions* textbook are both being rewritten to better support student learning related to this outcome.

**Learning Outcome 2.**

Demonstrate how to effectively evaluate information sources and utilize University libraries and information systems for academic inquiry.

**Measures and Criteria**

**Measure 1:** Success on this outcome will be assessed through the Library, Research, and Information Literacy Skills factor on the FYSA, which consists of the following questions: Degree to which the course improved the students’; (1) understanding of available library resources; (2) understanding of how to locate the information that they need; (3) understanding of how to determine the quality of information sources; (4) understanding of how to combine that information into a report; and (5) properly cite information sources; as well as the question, to what degree did the course improve students likelihood to evaluate the quality of opinions and facts.

Criteria: Three lenses will be employed to interpret the data: 1) standards based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 50th percentile of all participating institutions. Longitudinal: Improvement will be shown from the previous administration of the survey.

**Measure 2:** Success on this outcome will in part be assessed by one question on the NSSE: 1) Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions. Comparisons will be made between UNIV 101 students and non-participants. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% of UNIV 101 students will report the top 2 responses on a four-point scale.

**Measure 3:** On the Former Student Survey, students will be asked to rate the extent to which the course contributed to their ability to find sources in the library and to determine the quality of information sources. We expect a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

**Methods**

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.
To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results

See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year. University 101 students reported being most successful understanding the availability of library resources. Students reported being least successful properly citing information sources. However, that question saw the most improvement over last year.

National Survey of Student Engagement: Results have not been updated due to a low response rate on recent iterations of the survey.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to determine the quality of information sources than did students enrolled in 2009 and 2010. This was not true for student's ability to find items in the library. The mean on either question has not yet met our standard.

Outcome 2 - Information Literacy

Use of Results

University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina. It was determined that this outcome was best covered in other courses, and the committee has decided to embed this content into a new academic success learning outcome for fall 2016.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Learning Outcome 3.

Recognize the purpose and value of academic integrity and describe the key themes related to the Honor Code at the University of South Carolina.

Measures and Criteria

Measure 1: Success on this outcome will be assessed through the Academic Integrity factor on the FYSA, which includes the following questions: to what degree did the course improve the students’ (1) understanding of rules regarding academic honesty; (2) understanding of the value of academic integrity; and (3) understanding of the code of ethics; as well as the institution specific question: to what degree did this course improve the students’ understanding of the themes of the University’s Honor Code.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions (when applicable). Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will in part be assessed by one question on the NSSE: 1) the extent to which their experience at this institution has contributed to their knowledge and skills related to developing a personal code of values and ethics. Comparisons will be made between UNIV 101 students and non-participants. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% of UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey students will be asked to rate the (a) degree to which the course helped the student recognize the purpose and value of academic integrity and (b) degree to which the course helped the student understand the themes of the University’s Honor Code. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.
The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year. All questions met our standard and ranked in the top 10% of participating institutions. University 101 students reported being most successful understanding the rules regarding academic honesty. Students reported being least successful understanding the themes of the University’s Honor Code. From last year, students reported the most improvement on understanding the code of ethics.

National Survey of Student Engagement: Results have not been updated due to a low response rate on recent iterations of the survey.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to recognize the purpose and value of academic integrity and understand the themes of the University’s Honor Code, than did students enrolled in 2009 and 2010. Both questions achieved our standard.

Outcome 3 - Academic Integrity

Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Learning Outcome 4.

Use written and oral communication to discover, develop, and articulate ideas and viewpoints.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through two questions on the FYSA: Degree to which the course improved the students’ skills in; (a) writing and (b) oral presentations.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 50th percentile of all participating institutions. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will be assessed by two questions on the NSSE: The extent to which their experience at this institution has contributed to their knowledge and skills related to (a) writing clearly and effectively and (b) speaking clearly and effectively. Comparisons will be made between UNIV 101 students and non-participants. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% of UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the extent to which they improved their oral presentation and writing skills in University 101. The goal is to achieve a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.
The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year, though oral presentation skills is the only question that achieved the standard and ranked in the top 50% of participating institutions. Students reported being least successful improving their writing skills. This question saw the greatest improvement from last year.

National Survey of Student Engagement: Results have not been updated due to a low response rate on recent iterations of the survey.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on improving their writing and oral presentation skills than did students enrolled in 2009 and 2010. Both questions were close to, or exceeded, our standard.

Outcome 4 - Writing and Speaking

Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina. It was decided that this outcome was best covered in other courses and that the topics would be incorporated into a new academic skills learning outcome. Updates were made to the common course assignments to ensure that students still practiced effective writing and speaking in University 101.

Learning Outcome 5.
Identify and apply strategies to effectively manage time and priorities.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Managing Time and Priorities factor on the FYSA, which consists of the following questions: Degree to which the course improved the students’ (1) understanding of how to set goals; (2) likelihood to establish an effective study schedule; (3) likelihood to set priorities to accomplish what is most important; and (4) likelihood to complete tasks on time.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions on this factor. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which the course helped students manage their time and priorities. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.
Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year. Each question achieved the standard and ranked in the top 25% of participating institutions. Students reported that they were most successful in understanding how to set goals, and least successful in establishing an effective study schedule. Students’ understanding how to set goals was the most improved question from last year.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to manage their time and priorities than did students enrolled in 2009 and 2010. This question also achieved our standard.

Outcome 5 - Time Management
Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina. Managing time is still considered one of the most important outcomes of the course. More emphasis will be placed in goal setting.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Learning Outcome 6.

Identify relevant academic polices, processes, and procedures related to advising, course planning, and major exploration.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Major and Career Choice factor and additional questions on the FYSA. The Career Choice factor includes the following questions: degree to which the course improved the students’ understanding of (1) careers best suited to their interests, skills, and abilities; and (2) academic majors that align with their professional goals. The additional questions include: the degree to which the course improved the students understanding of (a) academic probation policies; (b) how to register for classes; (c) how academic advising works; and (d) the career exploration process.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 50th percentile of all participating institutions on the four national questions. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which this course helped them: (a) identify relevant academic policies and procedures related to advising/course planning and (b) better understand the career exploration process. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.
First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year. All questions achieved the standard and ranked in the top 25% of participating institutions. University 101 students reported being most successful understanding how to register for classes. Students reported being least successful understanding the career exploration process. Students’ understanding of how to register for classes and how academic advising works, saw the most improvement from 2013.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to identify relevant academic polices and procedures related to advising/course planning and their understanding of the career exploration process, than did students enrolled in 2009 and 2010. Both questions achieved the standard.

Outcome 6 - Major and Career
Use of Results
University 101 Programs shared these results with the University’s First-Year Study Group, and a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina.

Student Success Center staff addressed advising and registration in workshops at the Building Connections Conference and over the summer, and will repeat the session again this fall. Career Center staff developed an employability model, and shared it with instructors at the Building Connections Conference and over the summer.

A task force was established to develop a recommended career development assignment. That was shared at the Building Connections Conference and posted to SharePoint. It will also be incorporated into the Faculty Resource Manual.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Goal 2.
Help Students Discover and Connect with the University of South Carolina
Curriculum
UNIV 101
Learning Outcome 1.
Identify appropriate campus resources and opportunities that contribute to their educational experience, goals, and campus engagement.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Co-Curricular Engagement Factor and additional questions on the FYSA. The Co-Curricular Engagement Factor includes the following questions: degree to which the course improved the student's likelihood to participate in (1) student organizations; (2) student activities; and (3) service-learning/civic-engagement activities. The additional questions include: the degree to which the course increased the students (1) understanding of how to obtain academic assistance; and (2) ability to identify appropriate campus resources/opportunities that contribute to their educational experience.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale).
Benchmark: University 101 will be in at least the 25th percentile of all participating institutions on each question. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will in part be assessed by Supportive Campus Environment Benchmark of the NSSE, which consists of the following questions: To what extent does the institution emphasize; (a) providing the support you need to help you succeed academically; (b) helping you cope with your non-academic responsibilities; and (c) providing the support you need to thrive socially. We will also use the questions that ask about participation in co-curricular activities (organizations, publications, student government, sports, etc.) We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, participants will be asked to rate the extent to which the course helped them identify appropriate campus resources/opportunities that contribute to their educational experience. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year. All questions achieved the standard and ranked in the top 25% of participating institutions. University 101 students reported being most successful understanding how to obtain academic assistance, which was also the most improved question from 2013. Students were least successful at increasing their engagement in service-learning/civic engagement activities.

National Survey of Student Engagement: Results have not been updated due to a low response rate on recent iterations of the survey.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to identify appropriate campus resources/opportunities that contributed to their educational experience than did students enrolled in 2009 and 2010. This question also achieved our standard.

Outcome 7 - Resources and Opportunities
Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Learning Outcome 2.
Develop and apply skills that contribute to building positive relationships with peers, staff, and faculty.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through three factors on the FYSA and one additional question. The factors are 1) Connection with Faculty, which includes the following questions; degree to which the course improved the student’s (a) likelihood to seek feedback on their academic performance from their instructors, and (b) likelihood to communicate with their instructors outside of class; 2) Connections with Peers, which includes the following questions; degree to which the course improved the students’ likelihood to (a) get to know other students at this institution, (b) meet new people who share their interests, and (c) establish friendships with peers; and 3) Sense of Belonging, which includes the following questions: degree to which the course improved the students (a) feeling of acceptance by other students at this university, (b) ease of making new friends at this university, (c) ability to identify other students with similar interests, and (d) likelihood to meet new people who share their interests. The additional question is the degree to which the course improved the students’ understanding of faculty expectations.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions on each of the three factors. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will in part be assessed by three questions on the NSSE regarding the quality of relationships with 1) other students, 2) faculty, and 3) administrative personnel and offices. We expect UNIV 101 students will have slightly higher scores than non-
participants. We also expect that 70% UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the extent to which University 101 helped them develop relationships with faculty and with peers. University 101’s goal is to achieve a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year. All questions achieved the standard and ranked in the top 25% of participating institutions. University 101 students reported being most successful feeling accepted by other students at this university. Students were least successful at seeking feedback on their academic performance from their instructors. Understanding of faculty expectations was the most improved question from 2013.

National Survey of Student Engagement: Results have not been updated due to a low response rate on recent iterations of the survey.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to develop relationships with students and faculty than did students enrolled in 2009 and 2010. These questions also achieved our standard.

Outcome 8 - Relationships

Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Learning Outcome 3.

Describe what it means to be a Carolinian in the context of the history, traditions, and culture of the University.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through institution specific questions that were added to the FYSA. They include, the degree to which the course improved students’ (1) understanding of what it means to be a Carolinian, (2) knowledge of the history and traditions of the University of South Carolina, (3) appreciation for the Carolina community, (4) connection to the University; and (5) ability to recognize their responsibility to their campus communities.

Criteria: Two lens will be employed to interpret the data: 1) standards-based; 2) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which this course helped them: This course helped me (a) understand what it means to be a Carolinian; (b) understand the history and traditions of the University of South Carolina; (c) increase my appreciation for the Carolina community; (d) strengthen my connection to the University; and (e)
recognize my responsibility to my campus communities. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year and all questions exceeded our standard. University 101 students reported being most successful understanding what it means to be a Carolinian, which was also the most improved question from 2013. Students reported being least successful recognizing their responsibility to their campus communities.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their understanding of what it means to be a Carolinian and the history and traditions of USC, their connection to the University, and their ability to recognize their responsibility to the campus community, than did students enrolled in 2009 and 2010. All questions exceeded our standard.

Outcome 9 - Being a Carolinian

Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students' needs at the University of South Carolina.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Goal 3.
Prepare students for responsible lives for a diverse, interconnected, and changing world.

Curriculum
UNIV 101

Learning Outcome 1.
Examine how their background and experiences impact their values and assumptions and explain the influence these have on their relationships with others.

Measures and Criteria
3A Values

Measure 1: Success on this outcome will be assessed through the following institution specific questions added to the FYSA: the degree to which the course improved students ability to (1) identify what is important to them, (2) examine how their background and experiences impact their values and beliefs, and (3) explain how their values influence how they relate to others.

Criteria: Two lenses will be employed to interpret the data: 1) standards-based; and 2) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will in part be assessed by one question on the NSSE: 1) Extent to which their experience at this institution has contributed to knowledge and skills related to; understanding yourself. We expect UNIV 101 students will have slightly higher scores than non-
participants. We also expect that 70% UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the degree to which this course helped them examine how their background/experiences impacted their values and beliefs. University 101 Programs expects a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year, and all questions exceeded the standard. University 101 students reported being most successful identifying what is important to them. Students were least successful at examining how their background and experiences impacted their values and beliefs; however that was the most improved question from 2013.

National Survey of Student Engagement: Results have not been updated due to a low response rate on recent iterations of the survey.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to examine how their background/experiences impacted their values and beliefs than did students enrolled in 2009 and 2010. This question also exceeded our standard.

Outcome 10 - Values
Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Learning Outcome 2.
Describe concepts of diversity and recognize diverse perspectives.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Diverse Interactions factor and additional questions on the FYSA. The Diverse Interactions factor includes the following questions: degree to which this course improved the students’ (1) understanding of how people are different from them, (2) understanding of how a diverse environment impacts their education, and (3) likelihood to accept people who are different from them. The additional questions include: the degree to which the course improved the students' ability to (1) explain how their values influence how they relate to others, and (2) understand and respect cultures different from their own.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions on each of the three factors. Longitudinal: Improvement will be shown from the previous administration of the survey.
Measure 2: Success on this outcome will in part be assessed by four questions on the NSSE: 1) extent to which their experience at this institution has contributed to knowledge and skills related to understanding people of other racial and ethnic backgrounds; 2) how often the student tried to better understand someone else's views by imagining how an issue looks from his or her perspective; 3) had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values; and 4) extent to which the institution emphasizes encouraging contact among students from different economic, social, and racial or ethnic backgrounds. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the extent to which University 101 helped them describe ways in which people are diverse. University 101’s goal is to achieve a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year, and all questions exceeded the standard and ranked in the top 25% of participating institutions. University 101 students reported being most successful accepting people who are different from them. Students were least successful at explaining how their values influence how they relate to others. Understanding of how a diverse environment impacts their education was the most improved question from 2013.

National Survey of Student Engagement: Results have not been updated due to a low response rate on recent iterations of the survey.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to describe ways in which people are diverse than did students enrolled in 2009 and 2010. This question also exceeded our standard.

Outcome 11 - Diversity
Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students' needs at the University of South Carolina.

A workshop was offered on developing inclusive classrooms at the Building Connections Conference and will be repeated over the summer.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Learning Outcome 3.
Describe and demonstrate principles of responsible citizenship within and beyond the campus community.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the following institution specific questions added to the FYSA: degree to which the course improved the students’ (1) ability to recognize their responsibility to their campus communities, (2) ability to recognize their responsibility
as a citizen of their local, national, and global communities, and (3) skills or engagement in activities that make them a responsible citizen.

Criteria: Two lens will be employed to interpret the data: 1) standards-based: The mean response will be 5.00 or above (on a 7-pt scale), and 2) longitudinal: improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which this course helped them recognize their responsibility to their campus community. University 101 expects a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year, and all questions exceeded the standard. University 101 students reported being most successful recognizing their responsibility to their campus communities. Students were least successful at recognizing their responsibility as a citizen to their local, national, and global communities, though that question was the most improved from 2013.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to recognize their responsibility to the campus community than did students enrolled in 2009 and 2010. This question also exceeded our standard.

Outcome 12 - Responsible Citizenship
Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome.

Learning Outcome 4.
Describe processes, strategies, and resources, and explain the implications of their decisions, related to their overall wellness.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Knowledge of Wellness and Knowledge of Stress Management Factors, as well as other additional questions on the FYSA. The Knowledge of Wellness factor includes the following questions: degree to which the course improved the students’ understanding of the (1) consequences of addictive behavior, (2) positive impact of diet and experience, and (3) importance of good sexual health decision making. The Knowledge of Stress Management factor includes the following questions: degree to which the course improved the students’ likelihood to (1) manage their stress, (2) identify issues that cause them anxiety, (3) make decisions that alleviate stress, and (4) cope with test anxiety. The additional questions include, the degree to which the course improved the students’ understanding of (1) how to keep themselves safe on-campus and in the community, (2) the University’s policies regarding sexual assault and consent, and (3) the potential consequences of poor decision-making.
Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 10th percentile of all participating institutions on each factor and question. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which this course helped them explain the implications of their decisions related to overall wellness. University 101 expects a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Results
See attached for results.

First Year Seminar Assessment: Overall, University 101 improved on this learning outcome from last year. All questions exceeded the standard, and most ranked in the top 10% of participating institutions. University 101 students reported being most successful understanding how to keep themselves safe on campus and in the community. Students were least successful at coping with text anxiety. Understanding of the University’s policies regarding sexual assault and consent was the most improved question from 2013.

Former Student Survey: Students enrolled in UNIV 101 in 2011 and 2013 reported that University 101 had a greater impact on their ability to explain the implications of their decisions related to overall wellness than did students enrolled in 2009 and 2010. This question also exceeded our standard.

Outcome 13 - Wellness
Use of Results
University 101 Programs shared these results with a Course Review Committee of instructors, campus partners, and students to determine how to shape the course learning outcomes to best meet first-year students’ needs at the University of South Carolina.

The Faculty Resource Manual and Transitions textbook are both being rewritten to better support student learning related to this outcome. We are also working to better educate our instructors and peer/graduate leaders about sexual assault reporting.

II. FUTURE ASSESSMENT PLAN FOR YEARS 2015 - 2016

Mission Statement
The mission of University 101 Programs is to foster student success and engagement by providing academic courses, leadership opportunities, and instructor development in support of students’ transition into, through, and out of the University.

Goal 1.
Foster Academic Success
Curriculum
UNIV 101
Learning Outcome 1.
Adapt and apply appropriate academic strategies to their courses and learning experiences.

**Measures and Criteria**

Measure 1: Success on this outcome will be assessed through the Knowledge of Study Strategies factor of the FYSA, which consists of the following questions: Degree to which the course improved the students' (1) understanding of study strategies that work for them, (2) likelihood of using their time effectively when studying for tests, (3) understanding of the importance of using study time effectively, (4) likelihood of keeping up with class readings in their courses, (5) likelihood to use study groups to prepare for tests, (6) likelihood of taking effective notes in class, and (7) likelihood of participating in class discussion.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale).

Benchmark: University 101 will be in at least the 50th percentile of all participating institutions.

Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will be assessed by two questions on the NSSE: 1) the extent to which their experience at this institution has contributed to their ability to learn effectively on their own; and 2) how often the students asked questions in class or contributed to class discussions. Comparisons will be made between UNIV 101 students and non-participants. We expect UNIV 101 students will have higher scores than non-participants. We also expect that 70% of UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the extent to which they applied skills learned in University 101 to other academic courses. Our goal is to achieve a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

**Methods**

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

**Learning Outcome 2.**

Demonstrate how to effectively evaluate information sources and utilize University libraries and information systems for academic inquiry.

**Measures and Criteria**

Measure 1: Success on this outcome will be assessed through the Library, Research, and Information Literacy Skills factor on the FYSA, which consists of the following questions: Degree to which the course improved the students' (1) understanding of available library resources; (2) understanding of how to locate the information that they need; (3) understanding of how to determine the quality of information sources; (4) understanding of how to combine that information into a report; and (5) properly cite information sources; as well as the question, to what degree did the course improve students likelihood to evaluate the quality of opinions and facts.

Criteria: Three lenses will be employed to interpret the data: 1) standards based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale).

Benchmark: University 101 will be in at least the 50th percentile of all participating institutions.

Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will in part be assessed by one question on the NSSE: 1) Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions. Comparisons will be made between UNIV 101 students and non-participants. We expect UNIV 101
students will have slightly higher scores than non-participants. We also expect that 70% of UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the extent to which the course contributed to their ability to find sources in the library and to determine the quality of information sources. We expect a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Learning Outcome 3.
Recognize the purpose and value of academic integrity and describe the key themes related to the Honor Code at the University of South Carolina.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Academic Integrity factor on the FYSA, which includes the following questions: to what degree did the course improve the students’ (1) understanding of rules regarding academic honesty; (2) understanding of the value of academic integrity; and (3) understanding of the code of ethics; as well as the institution specific question: to what degree did this course improve the students’ understanding of the themes of the University’s Honor Code.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions (when applicable). Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will in part be assessed by one question on the NSSE: 1) the extent to which their experience at this institution has contributed to their knowledge and skills related to developing a personal code of values and ethics. Comparisons will be made between UNIV 101 students and non-participants. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% of UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey students will be asked to rate the (a) degree to which the course helped the student recognize the purpose and value of academic integrity and (b) degree to which the course helped the student understand the themes of the University’s Honor Code. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.
respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

**Learning Outcome 4.**

Use written and oral communication to discover, develop, and articulate ideas and viewpoints.

**Measures and Criteria**

**Measure 1:** Success on this outcome will be assessed through two questions on the FYSA: Degree to which the course improved the students’ skills in; (a) writing and (b) oral presentations.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 50th percentile of all participating institutions. Longitudinal: Improvement will be shown from the previous administration of the survey.

**Measure 2:** Success on this outcome will be assessed by two questions on the NSSE: The extent to which their experience at this institution has contributed to their knowledge and skills related to (a) writing clearly and effectively and (b) speaking clearly and effectively. Comparisons will be made between UNIV 101 students and non-participants. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% of UNIV 101 students will report the top 2 responses on a four-point scale.

**Measure 3:** On the Former Student Survey, students will be asked to rate the extent to which they improved their oral presentation and writing skills in University 101. The goal is to achieve a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

**Methods**

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

**Learning Outcome 5.**

Identify and apply strategies to effectively manage time and priorities.

**Measures and Criteria**

**Measure 1:** Success on this outcome will be assessed through the Managing Time and Priorities factor on the FYSA, which consists of the following questions: Degree to which the course improved the students’ (1) understanding of how to set goals; (2) likelihood to establish an effective study schedule; (3) likelihood to set priorities to accomplish what is most important; and (4) likelihood to complete tasks on time.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions on this factor. Longitudinal: Improvement will be shown from the previous administration of the survey.

**Measure 2:** On the Former Student Survey, students will be asked to rate the degree to which the course helped students manage their time and priorities. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

**Methods**

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the
Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Learning Outcome 6.
Identify relevant academic policies, processes, and procedures related to advising, course planning, and major exploration.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Major and Career Choice factor and additional questions on the FYSA. The Career Choice factor includes the following questions: degree to which the course improved the students' understanding of (1) careers best suited to their interests, skills, and abilities; and (2) academic majors that align with their professional goals. The additional questions include: the degree to which the course improved the students understanding of (a) academic probation policies; (b) how to register for classes; (c) how academic advising works; and (d) the career exploration process.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 50th percentile of all participating institutions on the four national questions. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which this course helped them: (a) identify relevant academic policies and procedures related to advising/course planning and (b) better understand the career exploration process. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Goal 2.
Help Students Discover and Connect with the University of South Carolina

Curriculum

UNIV 101

Learning Outcome 1.
Identify appropriate campus resources and opportunities that contribute to their educational experience, goals, and campus engagement.
Measures and Criteria

Measure 1: Success on this outcome will be assessed through the Co-Curricular Engagement Factor and additional questions on the FYSA. The Co-Curricular Engagement Factor includes the following questions: degree to which the course improved the student’s likelihood to participate in (1) student organizations; (2) student activities; and (3) service-learning/civic-engagement activities. The additional questions include: the degree to which the course increased the students’ understanding of how to obtain academic assistance; and (2) ability to identify appropriate campus resources/opportunities that contribute to their educational experience.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions on each question. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will in part be assessed by Supportive Campus Environment Benchmark of the NSSE, which consists of the following questions: To what extent does the institution emphasize; (a) providing the support you need to help you succeed academically; (b) helping you cope with your non-academic responsibilities; and (c) providing the support you need to thrive socially. We will also use the questions that ask about participation in co-curricular activities (organizations, publications, student government, sports, etc.) We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, participants will be asked to rate the extent to which the course helped them identify appropriate campus resources/opportunities that contribute to their educational experience. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Learning Outcome 2.

Develop and apply skills that contribute to building positive relationships with peers, staff, and faculty.

Measures and Criteria

Measure 1: Success on this outcome will be assessed through three factors on the FYSA and one additional question. The factors are 1) Connection with Faculty, which includes the following questions; degree to which the course improved the student’s (a) likelihood to seek feedback on their academic performance from their instructors, and (b) likelihood to communicate with their instructors outside of class; 2) Connections with Peers, which includes the following questions; degree to which the course improved the students’ likelihood to (a) get to know other students at this institution, (b) meet new people who share their interests, and (c) establish friendships with peers; and 3) Sense of Belonging, which includes the following questions: degree to which the course improved the students (a) feeling of acceptance by other students at this university, (b) ease of making new friends at this university, (c) ability to identify other students with similar interests, and (d) likelihood to meet new people who share their interests. The additional question is the degree to which the course improved the students’ understanding of faculty expectations.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions on each of the three factors. Longitudinal: Improvement will be shown from the previous administration of the survey.
Measure 2: Success on this outcome will in part be assessed by three questions on the NSSE regarding the quality of relationships with 1) other students, 2) faculty, and 3) administrative personnel and offices. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the extent to which University 101 helped them develop relationships with faculty and with peers. University 101’s goal is to achieve a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Learning Outcome 3.
Describe what it means to be a Carolinian in the context of the history, traditions, and culture of the University.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through institution specific questions that were added to the FYSA. They include, the degree to which the course improved students’ (1) understanding of what it means to be a Carolinian, (2) knowledge of the history and traditions of the University of South Carolina, (3) appreciation for the Carolina community, (4) connection to the University; and (5) ability to recognize their responsibility to their campus communities.

Criteria: Two lens will be employed to interpret the data: 1) standards-based; 2) longitudinal.
Standard: The mean response will be 5.00 or above (on a 7-pt scale). Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which this course helped them: This course helped me (a) understand what it means to be a Carolinian; (b) understand the history and traditions of the University of South Carolina; (c) increase my appreciation for the Carolina community; (d) strengthen my connection to the University; and (e) recognize my responsibility to my campus communities. We expect a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.
Goal 3.
Prepare students for responsible lives for a diverse, interconnected, and changing world.

Curriculum
UNIV 101

Learning Outcome 1.
Examine how their background and experiences impact their values and assumptions and explain the influence these have on their relationships with others.

Measures and Criteria
3A Values

Measure 1: Success on this outcome will be assessed through the following institution specific questions added to the FYSA: the degree to which the course improved students ability to (1) identify what is important to them, (2) examine how their background and experiences impact their values and beliefs, and (3) explain how their values influence how they relate to others.

Criteria: Two lenses will be employed to interpret the data: 1) standards-based; and 2) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: Success on this outcome will in part be assessed by one question on the NSSE: 1) Extent to which their experience at this institution has contributed to knowledge and skills related to understanding yourself. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the degree to which this course helped them examine how their background/experiences impacted their values and beliefs. University 101 Programs expects a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods
The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Learning Outcome 2.
Describe concepts of diversity and recognize diverse perspectives.

Measures and Criteria
Measure 1: Success on this outcome will be assessed through the Diverse Interactions factor and additional questions on the FYSA. The Diverse Interactions factor includes the following questions: degree to which this course improved the students' (1) understanding of how people are different from them, (2) understanding of how a diverse environment impacts their education, and (3) likelihood to accept people who are different from them. The additional questions include: the degree to which the course improved the students' ability to (1) explain how their values influence how they relate to others, and (2) understand and respect cultures different from their own.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 25th percentile of all participating institutions on each of the three factors. Longitudinal: Improvement will be shown from the previous administration of the survey.
Measure 2: Success on this outcome will in part be assessed by four questions on the NSSE: 1) extent to which their experience at this institution has contributed to knowledge and skills related to understanding people of other racial and ethnic backgrounds; 2) how often the student tried to better understand someone else’s views by imagining how an issue looks from his or her perspective; 3) had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values; and 4) extent to which the institution emphasizes encouraging contact among students from different economic, social, and racial or ethnic backgrounds. We expect UNIV 101 students will have slightly higher scores than non-participants. We also expect that 70% UNIV 101 students will report the top 2 responses on a four-point scale.

Measure 3: On the Former Student Survey, students will be asked to rate the extent to which University 101 helped them describe ways in which people are diverse. University 101’s goal is to achieve a mean response of at least 4.5 on 7-point scale, and show improvement from the previous administration of the survey.

Methods

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.

To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Learning Outcome 3.

Describe and demonstrate principles of responsible citizenship within and beyond the campus community.

Measures and Criteria

Measure 1: Success on this outcome will be assessed through the following institution specific questions added to the FYSA: degree to which the course improved the students’ (1) ability to recognize their responsibility to their campus communities, (2) ability to recognize their responsibility as a citizen of their local, national, and global communities, and (3) skills or engagement in activities that make them a responsible citizen.

Criteria: Two lens will be employed to interpret the data: 1) standards-based: The mean response will be 5.00 or above (on a 7-pt scale), and 2) longitudinal: improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which this course helped them recognize their responsibility to their campus community. University 101 expects a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

The National Survey of Student Engagement (NSSE) is administered annually by the Office of Institutional Research and Assessment (OIRA) to a random sample of freshmen and seniors. A representative from OIRA will include a variable in the NSSE data set that indicates whether the respondent enrolled in UNIV 101. University 101 staff will be responsible for analyzing the data related to UNIV 101 students.
To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.

Learning Outcome 4.

Describe processes, strategies, and resources, and explain the implications of their decisions, related to their overall wellness.

Measures and Criteria

Measure 1: Success on this outcome will be assessed through the Knowledge of Wellness and Knowledge of Stress Management Factors, as well as other additional questions on the FYSA. The Knowledge of Wellness factor includes the following questions: degree to which the course improved the students’ understanding of the (1) consequences of addictive behavior, (2) positive impact of diet and experience, and (3) importance of good sexual health decision making. The Knowledge of Stress Management factor includes the following questions: degree to which the course improved the students’ likelihood to (1) manage their stress, (2) identify issues that cause them anxiety, (3) make decisions that alleviate stress, and (4) cope with test anxiety. The additional questions include, the degree to which the course improved the students’ understanding of (1) how to keep themselves safe on-campus and in the community, (2) the University’s policies regarding sexual assault and consent, and (3) the potential consequences of poor decision-making.

Criteria: Three lenses will be employed to interpret the data: 1) standards-based; 2) benchmarking; and 3) longitudinal. Standard: The mean response will be 5.00 or above (on a 7-pt scale). Benchmark: University 101 will be in at least the 10th percentile of all participating institutions on each factor and question. Longitudinal: Improvement will be shown from the previous administration of the survey.

Measure 2: On the Former Student Survey, students will be asked to rate the degree to which this course helped them explain the implications of their decisions related to overall wellness. University 101 expects a mean response of at least 4.5 on 7-point scale, and improvement from the previous administration of the survey.

Methods

The First-Year Seminar Assessment (FYSA), a national benchmarking instrument, will be administered annually at the end of each fall semester to all students enrolled in UNIV 101 on the Columbia campus. Reports are generated by Educational Benchmarking, Incorporated (EBI) and will be interpreted by University 101 Programs staff. Results will be shared with all UNIV 101 instructors via the SharePoint intranet, at faculty meetings, and/or at the Annual Building Connections Conference. In order to disseminate best practices among all instructors, top performers on each factor will be identified and asked to contribute resources to the Faculty Resource Manual and to lead faculty development sessions on the appropriate topic.

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To provide a longitudinal perspective, University 101 Programs will also survey a stratified random sample of former UNIV 101 students who are currently juniors or seniors. This Former Student Survey will be administered online bi-annually (next in fall 2014) through Campus Labs.