### UNIT/Office Mission:

**Orientation Services**, through university-wide collaboration, is dedicated to providing a seamless transition into JSU for new students, both first-year and transfer, and their families. Orientation Services provides involvement opportunities such as Orientation Team and the Strategies for Learning Success (SLS) course, exemplifying our commitment to the growth, development, and retention of undergraduate students. **Unit Goal 1:** Help new undergraduate students transition to University life.

### Unit/Office Program:

**Strategies for Learning Success (SLS):** A course to help new undergraduate students transition to University life, build a strong foundation for academic success, and embrace opportunities that promote intellectual and personal growth.

<table>
<thead>
<tr>
<th>SLO = Student Learning Outcome</th>
<th>O= Operational</th>
<th>Learning Domain (A=Affective, C=Cognitive, S=Skill or Psychomotor)</th>
<th>Assessment Method(s) and Measure(s) (M.A.T.U.R.E.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal(s)</strong></td>
<td><strong>Type</strong></td>
<td><strong>Outcome Statement</strong></td>
<td><strong>Examples of Theoretical Framework</strong></td>
</tr>
</tbody>
</table>
| Practical Competence (personal): Developing a commitment to live right | SLO | Students will be able to recognize personal and social issues (e.g., alcohol, diversity, stress) that first-year students often face in a college environment and will be able to identify and select appropriate campus resources. | Person-Environment Interaction  
Identity and Psychosocial Development | *Simulations (D-)*  
*Practical Competence assessment Instrument (D)* | Formative | *Students will score 90% or higher on the practical competence assessment instrument testing the ability to recognize personal and social issues and identify the appropriate campus resources.* |
| Citizenship (personal) Being a responsible citizen of one’s local community, nation, state and other political entity | SLO | Students will demonstrate the ability to participate actively as informed and responsible citizens in social, cultural, global, and environmental matters. | Cognitive Structural  
Identity and Psychosocial Development | *Reflection Assignments (I/D)*  
*Community Service (D)* | Both | *Students will attend at least 6 campus events and reflect on the events in connection to personal, professional, and academic goals.  
*Students will do at least 2 hours of community service. 75% of students will receive positive evaluations from community service providers.  
*By the programs end, at least 10% of the students will be actively involved in an organized club/organization.* |

**Outcomes are based on the LEARNING RECONSIDERED: A CAMPUS-WIDE FOCUS ON THE STUDENT EXPERIENCE p. 20-23.  **Taxonomy Learning Goals adapted from Taxonomy of Significant Learning found in Fink (2003).  **Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. San Francisco: The Jossey- Bass, p. 37.  **Assessment: How the activity will be assessed to know whether or not the activity has achieved the stated learning goal/outcome.
<table>
<thead>
<tr>
<th><strong>Learning Goal(s)</strong></th>
<th>Type</th>
<th><em><strong>Outcome Statement</strong></em></th>
<th>Examples of Theoretical Framework</th>
<th>Method (I—Indirect/D—Direct)</th>
<th>Formative / Summative</th>
<th>Measurement Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Complexity: Learning how to engage in self-regulated learning or deep learning</td>
<td>SLO</td>
<td>All students will be able to demonstrate proficient learning strategies and will be able to articulate a learning philosophy for achieving academic success</td>
<td>Cognitive Structural Typological Person-Involvement Interaction</td>
<td>*Lecture(s) (I/D) *Self-Assessment Inventories: Values, Skills Assessments (I/D) *Learning Plan via Blackboard Technology (D)</td>
<td>Both</td>
<td>*Students will perform at 90% or higher on in-class study skills and learning strategy lecture assessments. *Students will engage in pre/post learning assessments. 70% of students will reflect learning/skill gains. *Students will develop and maintain a learning plan. Students will earn proficient ratings on the skill sets required for the development and developing and maintenance of learning plan and goals via Blackboard</td>
</tr>
</tbody>
</table>

**Persistence and academic achievement: Wanting to have a high GPA or be an honor student**

P  | 65% of completers will have a 3.0 first-year GPA or higher; 35% of completers will have between a 2.0 and 2.9. | Identity /Psychosocial Cognitive-Structural Person Environment Interaction | *Review end of semester grades (I/D) *NSSE (I) *SLS Survey | **Summative** | *Compare SLS students to non SLS students. Expect SLS students to have the higher GPA *Compare NSSE findings of SLS students to non SLS students on items related to engagement. Expect SLS students to have greater engagement and higher overall satisfaction with university *Respondents with 3.0 or higher GPAs will be more than satisfied, will agree the course exceeded expectations, and would recommend. Respondents with less than a 3.0 would report interest in enrolling in the advanced SLS course (201). |

**Outcomes are based on the LEARNING RECONSIDERED: A CAMPUS-WIDE FOCUS ON THE STUDENT EXPERIENCE p. 20-23. **Taxonomy Learning Goals adapted from Taxonomy of Significant Learning found in Fink (2003). Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. San Francisco: The Jossey- Bass, p. 37 **Assessment: How the activity will be assessed to know whether or not the activity has achieved the stated learning goal/outcome.