**Pillars of Student Success:** the three learning domains (Engagement, Intellect, and Character) to which student learning in UGA Student Affairs is linked.

**Pillars of Student Success Priorities:** the nine priorities subordinate to the Pillars of Student Success. Each Pillar of Student Success learning domain has three associated learning priorities. The learning priorities serve as the areas of focus, and it is the compilation of these three priorities that characterize each of the three Pillars of Student Success.

**Point of Contact:** the staff member most closely associated with the Pillars of Student Success Experience. This individual will work closely with the Pillars of Student Success Team or Student Affairs Assessment and Staff Development to designate the experience as a Pillars of Student Success Learning Experience or PRIME Experience.

**Pillars of Student Success Experience:** a UGA Student Affairs experience that facilitates learning and is designated as either a a Pillars of Student Success Learning Experience or PRIME Experience.

**Pillars of Student Success Learning Experience:** a Student Affairs experience that connects to at least one of the Pillars of Student Success learning priorities and meets the expectations established by Student Affairs Assessment and Staff Development.

**Pillars of Student Success PRIME Experience:** a UGA Student Affairs experience that is intentionally designed to promote and facilitate significant learning for students and that meets the expectations established by the Pillars of Student Success Team. Significant learning is characterized by sustained engagement through multiple touchpoints, application beyond the collegiate experience, and a combination of learning methods.

**Pillars of Student Success Team:** a representative body within UGA Student Affairs at the University of Georgia that establishes and oversees the process of designating a Pillars of Student Success Experience as a PRIME Experience. The Pillars of Student Success Team recommends action to Student Affairs Assessment and Staff Development, the Student Affairs Administrative Team, and the Vice President for Student Affairs.

**Detached learning experience:** an experience bound by finite or limited time. Examples include: orientation, weekend retreat, individual training session, or a single workshop.

**Significant learning experience:** an experience designed to have sustained engagement through multiple touchpoints, application beyond the collegiate experience, and a combination of learning methods.
Intended learning outcomes: the desired effect on students from the Pillars of Student Success Experience articulated in specific and measurable terms. Intended learning outcomes can be either Global Learning Outcomes or Situational Learning Outcomes. Each Global Learning Outcome or Situational Learning Outcome should include articulation of clear and direct alignment with the Pillars of Student Success priorities for student learning.

Global Learning Outcome: the learning is intended to have a lasting effect beyond the duration of the Pillars of Student Success Experience and beyond the collegiate experience.

Situational Learning Outcome: the intended learning is specific to the experience or the University of Georgia. Situational Learning Outcomes may be an essential component of the student experience, such as knowing a departmental mission statement or understanding a financial process specific to UGA Student Affairs.

Learning method: one of four techniques utilized to facilitate and promote learning for students. These techniques focus on the students’ role in the process of learning. Learning methods consist of Information Transfer, Observation, Performance, and Reflection.

Information transfer: a method of delivery in which the student or learner is a passive recipient of knowledge or information. Examples include: lectures, reading textbooks or employee manuals, or observing PowerPoint presentations given by a “sage-on-the-stage.”

Observation: a method of delivery in which the student is actively engaged and watches or listens to someone else doing something related to what they are learning. Examples include: direct observation of a phenomenon; viewing stories via film; reading literature; or listening to oral history.

Performance: a method of delivery in which the student is actively engaged and executes tasks related to what is desired for them to learn. Examples include: case studies simulations; role-playing; or facilitating an experience.

Reflection: an important element of significant learning in which the student or learner makes meaning of a personal experience or information received as part of a learning method. Reflection may occur individually or with others. Examples include: journaling; discussion (group or paired); ePortfolios; blogging; original social media posts; or curriculum development.

Format: the specific ways in which students will experience each of the learning methods. Examples include: reading staff manuals, lectures from invited speakers, site visits, presenting to peers, facilitated group discussions, one-on-one meetings, etc.

Program or Event: the experience designed to prepare students to achieve the intended learning outcomes. Examples include: orientation, retreat, training session, workshop, or staff meeting.

Procedures for evaluating student learning: a description of the process by which to determine whether or not students have achieved the intended learning, including: a) a description of what students need to do to demonstrate they have achieved the Global Learning Outcome or Situational Learning Outcome; b) the method through which information will be collected to determine achievement; and c) the method through with data will be analyzed.

Significant findings: results from the evaluation related specifically to the Global Learning Outcomes or Situational Learning Outcomes.

Improvement plan: a description of how significant findings will be used to improve a Pillars of Student Success PRIME Experience to better facilitate learning.