

Timeline	What Should Students KNOW	What Should Students VALUE	What Should Students DO
<b>Before Orientation</b>	<ul style="list-style-type: none"> <li>• Available degrees, majors, minors, programs;</li> <li>• What a typical schedule looks like;</li> <li>• Hours of prep time for each class hr;</li> <li>• Course-numbering system;</li> <li>• What earning semester hours means;</li> <li>• How to access Bear Web</li> </ul>	<ul style="list-style-type: none"> <li>• A sense of ownership for college education;</li> <li>• More confidence about “how Baylor works”</li> </ul>	<ul style="list-style-type: none"> <li>• Submit transcripts, credit-by-exam scores;</li> <li>• Take placement exams or CLEP;</li> <li>• Register with OALA (if appropriate)</li> </ul>
<b>Beginning of Fall Semester</b>	<ul style="list-style-type: none"> <li>• How to use Bear Web;</li> <li>• How to contact an advisor;</li> <li>• Important dates/deadlines;</li> <li>• Add/Drop procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Time-management and study skills</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure all credit-by-exam is here;</li> <li>• Utilize “Current Students” and “Advising” websites;</li> <li>• Review catalog</li> </ul>
<b>Before Fall Advising</b>	<ul style="list-style-type: none"> <li>• Advising is required for all FR;</li> <li>• Where to find advising assignments in Bear Web;</li> <li>• How to schedule an advising appointment via the online system;</li> <li>• How to use catalog as a resource</li> </ul>	<ul style="list-style-type: none"> <li>• Advisor’s expertise;</li> <li>• Relationship built with advisor;</li> <li>• Familiarity with Bear Web</li> </ul>	<ul style="list-style-type: none"> <li>• Send in any remaining transcripts/credit;</li> <li>• Use Career Counseling services;</li> <li>• Bring catalog and questions to advising appointment;</li> <li>• Utilize Academic Support Programs</li> </ul>
<b>Before Spring Advising</b>	<ul style="list-style-type: none"> <li>• How to use the GPA calculator;</li> <li>• That it takes 30 hrs to be a sophomore</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation for advising appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Run a degree audit</li> </ul>
<b>End of First Year</b>	<ul style="list-style-type: none"> <li>• Where to go next time for advising;</li> <li>• Info about summer school, transfer policies, equivalent courses, forms;</li> <li>• Where to find study abroad info;</li> <li>• Be familiar with PLFSC;</li> <li>• Where they can get a degree audit</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with campus resources</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret their degree audit</li> </ul>
<b>Evidence</b>	Student self-reported information; student focus groups; pre and post-surveys; surveys at the end of each semester; registration, probation, drop/add, and retention reports; Unified Advising System reports		