

At NMHU, co-curricular activities are defined as out-of-class experiences that complement and extend the formal learning experience of a course or academic program. Co-curricular activities develop a student's social, intellectual, cultural, democratic, civic, and aesthetic domains. They are supervised and/or financed by the institution and facilitate the attainment of NMHU's four essential traits (or student learning outcomes). These experiences are voluntary, ungraded, and non-credited, although they may be compensated through student employment.

Four identified traits/student learning outcomes that the NMHU community of faculty, students and staff identified that our graduates are expected to display:

- **Mastery of content knowledge and skills**
- **Effective communication skills**
- **Critical and reflective thinking skills**
- **Effective use of technology**

Program Name:

NMHU Writing Center

Main Contact and Email:

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Program Mission:

The New Mexico Highlands University Writing Center offers writing support to undergraduates and graduates in all disciplines. We assist students at any level of writing and at any stage in the writing process, whether it is with brainstorming, drafting, or rewriting and revising. Our tutors serve as guides, rather than editors, working in collaboration with students to facilitate their growth as independent, writers, speakers, and thinkers. We believe that talking about and practicing writing are the best ways to develop effective writing skills.

Intended Audience:

NMHU Students, Faculty, and Administration

Please include data on student utilization of the program over the past year (be sure to include online and Center students if part of your intended audience).

The Writing Center tutored 276 students in Fall 2015 and 241 students in Spring 2016. 74% of students in the Fall and 68% of students in the Spring were new to the Writing Center. Although we possess more specific information such as student majors and classification, provide the most clear picture of student utilization of the WC. We do provide other services, but we consider tutoring to be the central component of our mission.

Describe how you measure student satisfaction with your program and results for this year:

Students complete a tutor survey at the end of their session.

Student Learning Outcome:	University Trait(s) linked to which it is linked Learning Outcomes	Measures of Assessment	Timeline for Measurement	Threshold to Determine if outcome has been achieved
<p>1. Process-based Writing</p> <p>Students who attend Writing Center tutoring sessions will exhibit a process-driven, reflective approach to writing.</p> <p>This outcome reflects a student’s understanding and implementation of a process-based writing approach.</p>	<p>Mastery Knowledge of Content Knowledge and Skills</p> <p>Effective Communication Skills</p> <p>Critical and Reflective Thinking Skills</p>	<p>1. Qualitative: Analysis of 25 student drafts at different stages in the writing process.</p> <p>2. Qualitative: Analysis of student reflection statements that are required in each session.</p> <p>Reflective statements that include at least 4 points of discussion (planning, mechanics, argumentation . . .).</p>	<p>1.SPR 2017 (March-May)</p> <p>2.Data will include the entire 2016-17 school year; however, evaluation will specifically focus on the last months of the Spring 2017 semester.</p>	<p>1. 75% of students will exhibit a writing process that includes planning, composing, and revision.</p> <p>2. 80% of students will produce a reflection with at least 4 points of discussion.</p>
<p>2. Improved Grades in English 111 and 112</p> <p>Students who attend Writing Center tutoring sessions will earn better grades than those who do not.</p> <p>This outcome measures student achievement in English 111 and 112, contrasting the grades of those who utilized the WC and those who did not. It reflects our belief that along with improving writing skills, attending WC sessions will improve students’ grades. Because many of our students are from English 111 and 112, we are specifically</p>	<p>Mastery Knowledge of Content Knowledge and Skills</p> <p>Effective Communication Skills</p> <p>Critical and Reflective Thinking Skills</p>	<p>1. Student grades. Gather data from Composition Program, LabTracker, or other source. Contrast grades of those who attended at least one session with those who did not attend a session.</p>	<p>Fall 2016-Spring 2017</p>	<p>1. 75% of students in 111 and 112 who attended at least one tutoring session will earn a passing grade (A, B, or C).</p>

<p>collecting data on this population.</p>				
<p>3. Repeat Visits Students who attend one Writing Center tutoring session will attend at least one other session. This outcome reflects the number of students that return for at least a second visit. Multiple visits to the WC allow the tutor to establish a relationship with the student and allows for more long-term support.</p>	<p>Mastery Knowledge of Content Knowledge and Skills Effective Communication Skills Critical and Reflective Thinking Skills</p>	<p>1.Number of students returning for a second visit or more.</p>		<p>1. 30% of students will return for a second visit.</p>