

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:**

**First-Year Experience**

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**Program Mission:**

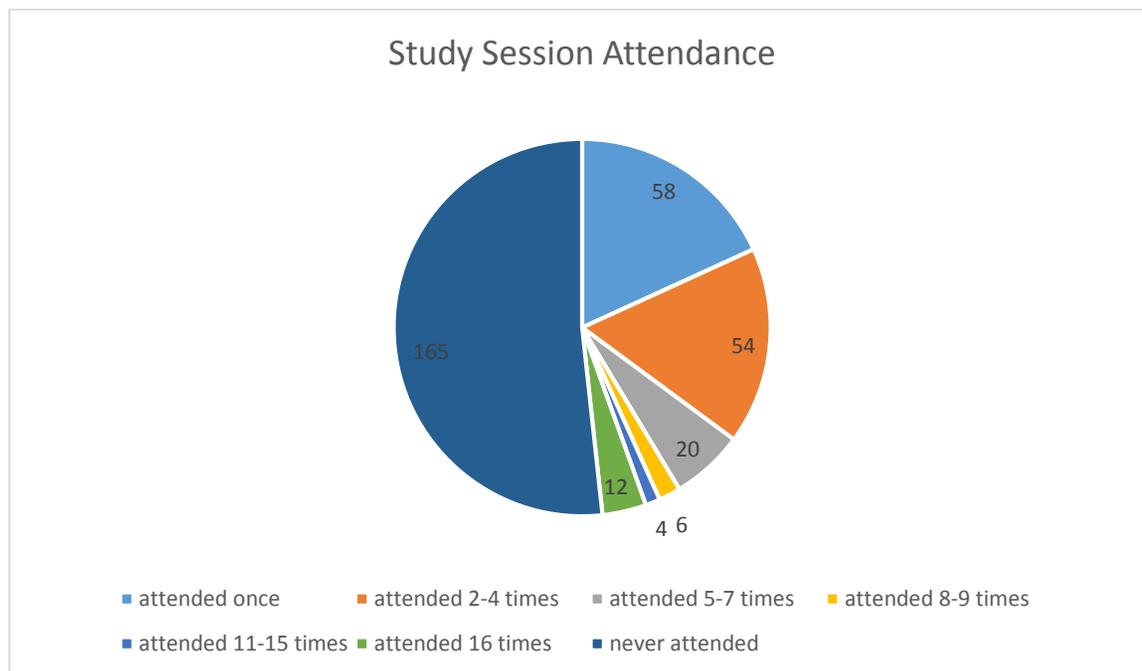
The First-Year Experience Learning Communities program serves first-year students by providing an engaging experience focused on supporting student success through community building and experiential learning, as well as supporting personal and academic growth.

The program begins building social integration at New Student Orientation at which time Peer Mentors lead team-building exercises with Hacienda groups. Throughout the fall semester, Peer Mentors maintain contact with first-year students, encourage participation in campus events, lead social events, and lead study sessions. During the spring semester, the Peer Mentors continue contact with first-year students by leading study sessions for students in various 100/200-level courses and encouraging students to attend campus events and Peer-Mentor-led social events. Peer Mentors receive ongoing leadership training.

**Summary of Student Utilization of the Program:**

99.36% of first-time, full-time freshmen were enrolled in FYE for fall 2016. One exception to participation was allowed due to scheduling conflict and a second exception was allowed for a student that was attending the Santa Fe Center. Both excepted students were previously dual credit students entering with a substantial amount of credits. Additionally, eight freshman-level transfer students, two sophomore-level transfer students, two part-time first-time freshmen, and one student who began studies summer 2017 were enrolled in the program.

Of the 319 students enrolled in FYE, 154 students (48%) attended Peer Mentor-led study sessions at least once during the semester, for a total of 618 visits in fall 2016. Thirty (30) students (9%) attended 3-4 Peer Mentor-led study sessions. Forty-two (42) students (13%) attended more than four Peer Mentor-led study sessions.



In spring 2017, there were 28 visits recorded for study sessions with Peer Mentors.

**Summary of Student Satisfaction Results:**

Student satisfaction was measured during end-of-year surveys for FYE students and Peer Mentors. The average score (5pt Likert Scale) for satisfaction with the academic experience of the Learning Community was 3.2. The average score for feeling the LC was enjoyable overall was 3.4. The average score for enjoying being part of a Hacienda was 3.6. Additional or revised questions will better inform us of student satisfaction with the various facets of the program next year.

Student Learning Outcome:	University Trait(s) linked to Learning Outcomes	Assessment Measurement Results	Threshold to Determine if outcome has been achieved	Outcome Achieved? (0= No/not met, 1= yes/met)	Plan for Improvement
<p>1. <i>Academic Integration</i></p>	<ul style="list-style-type: none"> <li>❖ Critical and reflective thinking skills</li> <li>❖ Mastery of content knowledge and skills</li> </ul>	<p>1. Fall 2016 average academic integration score = 3.7 (down .1 from fall 2015) on a 5pt Likert scale</p> <p>2. In fall 2016, 48% of students enrolled in FYE LC program attended at least one Peer Mentor-led study session in fall 2016. 9% attended 3-4 Peer Mentor-led study sessions. 13% attended more than 4 Peer Mentor-led study sessions.</p> <p>3. 17% (1/6) of enrolled FYE students (spring starters in Integrative Seminar) attended at least one Peer Mentor-led study session in spring. 6% of all students in program attended at least one Peer Mentor-led study session in spring. *program defined as courses in which PMs collaborated with faculty to encourage students to attend study sessions (includes all students enrolled in these section at any student classification)</p>	<p>1. Average score above 4.0 on 5.0 Likert scale and .2pt increase in students' academic integration scores from previous year</p> <p>2. 40% attend at least one Peer Mentor-led study session in fall; 30% attend 3-4 Peer Mentor-led study sessions in fall; 20% attend more than 4 Peer Mentor-led study sessions in fall</p> <p>3. 20% of FY students attend at least one Peer Mentor-led study session in spring, and 30% of all students in program attend at least one Peer Mentor-led study session in spring</p>	<p>1. 0 2. 1 / 0 / 0 3. 0</p>	<p>1. A new participation structure has been created through the Integrative Seminar course that will ask students to track their participation in academic activities (meetings with professors, study sessions, etc.). This will also give students ideas for how to be more academically connected.</p> <p>2. Study sessions will be scheduled so that sessions run throughout the day and students can attend any session with any PM. The student's assigned PM will reach out to the student about attending, but the student can attend any session. Study session attendance data for several LCs was not accurately counted due to LabTracker set-up mid-semester, difficulties retrieving paper attendance from Peer Mentors, and some Peer mentors offering sessions at ARMAS. Peer Mentors will no longer be offering sessions in ARMAS in order to gather proper data, and Peer Mentors will be trained in LabTracker before the semester begins.</p> <p>3. -The FYE LC Advisory Committee will review possibility of enrolling spring starters in fall LCs instead of enrolling them in spring Integrative Seminar alone. -The FYE LC Advisory Committee will review data of spring 2017 pilot and determine a more structured pilot program for spring 2018.</p>

<p>2. <i>Social Integration</i></p>	<p>❖ Effective communication skills</p>	<p>1. Fall 2016 average social integration score = 3.5 (down .2 from fall 2015) on a 5pt Likert scale</p> <p>2. Due to technological difficulties, we were unable to measure how many FY students attended at least 1 FYE social event in the first year.</p>	<p>1. Average score above 4.0 on 5.0 Likert scale and .2pt increase in students' social integration scores from previous year</p> <p>2. 40% of FY students attend at least 1 FYE social event in first year</p>	<p>1. 0 2. ----</p>	<p>1. - During summer 2017, some PMs will plan the year's activities in advance, in collaboration with the Office of Campus Life so that events do not overlap and PMs are aware of Campus Life events they can invite freshmen to participate in. We think students will be more likely to attend activities if PMs and freshmen know about the events well in advance, resulting in higher social integration scores.</p> <p>- The level of social interaction for the Haciendas is being advanced by establishing an official Hacienda club. During summer 2017, PMs are writing the bylaws and planning the club activities.</p> <p>- A new participation structure has been created through the Integrative Seminar course that will ask students to track their participation in social activities.</p> <p>-How this construct is measured to address some difficulties experienced this year is being revisited.</p> <p>2. Work with ITS to ensure LabTracker can be used with our portable devices (laptop and ID scanner). Create a process for setup and scanning and train Peer Mentors to collect this data.</p>
<p>3. <i>Grades</i></p>	<p>❖ Mastery of content knowledge and skills</p>	<p>1. Students attending at least one Peer Mentor-led study session in fall 2016 received 21.4% higher GPAs than students who did not attend. 73% of students attending 3 or more Peer-Mentor-led study sessions received passing grades in <i>all</i> LC courses.</p> <p>Overall, first-time full-time freshmen enrolled in the</p>	<p>1. 5% higher GPAs than students who do not attend; 60% of students attending 3 or more Peer-Mentor-led study sessions receive passing grades in LC courses</p>	<p>1. 1 / 1</p>	<p>1. PMs will receive more targeted training on how to help students organize notes, take notes from texts, and integrate the two sets of notes as well as how to take better notes.</p> <p>2. PMs will communicate with all LC faculty instead of only the Integrative Seminar instructor in order to be more helpful to students.</p>

		<p>FYE LC program received higher grades in their LC courses (70% ABC; 30% DFW) than in their non-LC courses (68% ABC; 32% DFW). The average credits earned for first-time full-time freshmen was 16 credits.</p>			
<p>4. Peer Mentor Growth</p>	<ul style="list-style-type: none"> <li>❖ Critical and reflective thinking skills</li> <li>❖ Effective communication skills</li> </ul>	<p>1. At the end of the fall, 21.1% rated the semester’s experience as very positive; 36.8% rated it as positive; and 42.1% rated it as okay. Average score = 4.0                  At the end of the spring semester, 57.1% of PMs rated the year’s experience as a student leader as very positive. 42.9% rated the experience as a student leader as positive. Average score = 4.6</p> <p>2. At the end of the spring semester, 71.4% of PMs strongly agree that they feel they have grown in leadership skills, and 28.6% agree. Average score = 4.7</p> <p>3. At the end of the spring semester, 71.4% of PMs strongly agree that they feel they have grown in communication skills, and 28.6% agree. Average score = 4.7</p>	<p>1. Average score of 4.0 on a 5pt Likert scale indicating positive experience as a student leader</p> <p>2. 90% of PMs feel they have grown in these areas</p>	<p>1. 1 2. 1</p>	<p>1. -During summer 2017, some PMs will plan the year’s activities in advance, in collaboration with the Office of Campus Life so that events do not overlap and PMs are aware of Campus Life events they can invite freshmen to participate in. The objective is to make it easier for PMs to lead. The idea is that students will be more likely to attend activities if PMs and freshmen know about the events well in advance, resulting in PMs feeling more positive about their experience as student leaders.</p> <p>-PMs will receive specific training in communication strategies and leadership.</p> <p>-Pilot having two PMs assigned to certain Integrative Seminars so they have support from each other.</p> <p>-During the summer of 2017, PMs and a PM leader (former PM; now a graduate student) will plan trainings and create materials for PMs that will occur throughout the year.</p> <p>-Directors and Coordinators of various offices on campus who employ students as peer leaders will meet during summer 2017</p>



attend any session. In fall 2016, study session attendance data for several LCs was not accurately counted due to LabTracker set-up mid-semester, difficulties retrieving paper attendance from Peer Mentors, and some Peer Mentors offering sessions at ARMAS. Peer Mentors will no longer be offering sessions in ARMAS in order to gather proper data and not confuse students, and Peer Mentors will be trained in LabTracker before the semester begins. The spring pilot was not particularly successful. The FYE LC Advisory Committee will review the possibility of enrolling spring starters in fall LCs instead of enrolling them in spring Integrative Seminar alone as well as review the spring 2017 pilot and determine a more structured pilot program for spring 2018.

In order to improve Social Integration, during summer 2017, PMs will plan the year's activities in advance, in collaboration with the Office of Campus Life, Housing, and other offices so that events do not overlap and PMs are aware of Campus Life events they can invite freshmen to participate in. The idea is that students will be more likely to attend activities if PMs and freshmen know about the events well in advance, resulting in higher social integration scores. A team of offices are meeting over the summer to plan activities for AY 2017-2018. We are also advancing the level of social interaction for the Haciendas by establishing an official Hacienda club. During summer 2017, PMs are writing the bylaws and planning the club activities. A new participation structure has been created through the Integrative Seminar course that will ask students to track their participation in social activities. How this construct is measured will be revisited in order to address some difficulties experienced this year. Lastly, FYE LC will work with ITS to ensure LabTracker can be used with our portable devices (laptop and ID scanner) and create a process for setup and scanning and train Peer Mentors to collect this data.

In an effort to improve grades, PMs will receive more targeted training on how to help students organize notes, take notes from texts, and integrate the two sets of notes as well as how to take better notes. PMs will communicate with all LC faculty instead of only the Integrative Seminar instructor in order to be more helpful to students.

In order to improve Peer Mentor growth, during summer 2017, some PMs will plan the year's activities in advance, in collaboration with the Office of Campus Life so that events do not overlap and PMs are aware of Campus Life events they can invite freshmen to participate in. The objective is to make it easier for PMs to lead. We think students will be more likely to attend activities if PMs and freshmen know about the events well in advance, resulting in PMs feeling more positive about their experience as student leaders. PMs will receive specific training in communication strategies and leadership. We are also piloting having two PMs assigned to certain Integrative Seminars so they have support from each other. During the summer of 2017, PMs and a PM leader will plan trainings and create materials for PMs that will occur throughout the year. Training materials have been purchased (Habitudes: The Art of Leading Yourself and Learning to Learn). We are also planning to bring a speaker to campus who will present to peer leaders. Directors and Coordinators of various offices on campus who employ students as peer leaders will meet during summer 2017 to coordinate trainings and/or share materials.

#### **What were the results of the discussion with peer reviewers and the joint meeting between the Co-Curricular and Assessment Committees?**

The feedback received primarily included suggestions for making the report easier to read by making sure formatting is consistent, using tables and charts, and identifying key results.

#### **Do any improvements need to be made to your plan? How will those be implemented?**

This plan could be improved by adding additional goals. Initially, goals were not added for the number of first-time full-time freshmen enrolled in the FYE LC program receiving higher grades in their LC courses than in their non-LC courses and average number of credits earned for first-time full-time freshmen because it was not viewed to be a result of the co-curricular aspects of the program. Upon further reflection, it was determined that these goals should have been included, so the data was included for this year. Measurement of certain goals needs improvement, particularly measuring academic and social integration.