

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:**  
Academic Support

**Main Contact and Email:**  
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**Program Mission:**  
Our mission is to provide opportunities for undergraduate students to attain an exceptional education by fostering orientation, advisement, and support services to persist towards achieving their educational goals.

**Intended Audience:**  
First time freshman are the intended audience as each student is assigned an academic Adviser to assist in achieving their educational goals. The Adviser’s responsibility is to assist students in planning their program of study. Generally this includes, but is not limited to:

- Explaining to the student the program as it relates to career goals
- Helping the student to understand graduation requirements in the student’s curriculum
- Providing a link to the college’s support services
- Assisting the student with scheduling and course adjustments (drop/add)
- Providing referrals and advice to ensure academic progress
- Ensuring the student receives faculty advisement

An Adviser will also help students change majors, meet general core education requirements, explain academic standards and regulations, and train in Degree Works to track educational progress online.

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).

Academic Support Adviser Sessions		Advisement Session Documented in Degree Audit			
Fall 16	2260	Fall 16	1748		
Spring 17	653	Spring 17	696		

Describe how you measure student satisfaction with your program and results for this year: First Year Experience Survey, Ruffalo Noel Levitz Survey, and Advisement Data

First Time Freshman Spring 17 Survey.

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. <i>First-time freshman will identify and meet with academic Adviser during fall semester</i></p>	<ul style="list-style-type: none"> <li>• Mastery of content knowledge and skills</li> <li>• Effective communication skills</li> <li>• Critical and reflective thinking skills</li> <li>• Effective use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• First Year Experience survey</li> <li>• Lab Tracker</li> <li>• Sign in Sheet</li> <li>• Degree Audit notes by Adviser</li> </ul>	<p>Fall 16 semester</p>	<p>85% of first will be able to identify their academic Adviser.</p> <p>75% of first time freshman will attend at least one advisement session in the fall semester.</p>
<p>2. <i>First time freshman will receive professional advisement prior to registering for the fall semester</i></p>	<ul style="list-style-type: none"> <li>• Mastery of content knowledge and skills</li> <li>• Effective communication skills</li> <li>• Critical and reflective thinking skills</li> <li>• Effective use of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Lab Tracker</li> <li>• FYE Enrollment</li> <li>• Degree Audit notes by Adviser</li> </ul>	<p>Fall 16 Semester Spring 17 Semester</p>	<p>100% of freshman will receive advisement prior to registration.</p>
<p>3. <i>First time freshman will be enrolled in a Learning Community as part of the advisement process for the First Year Experience program.</i></p> <p>4.</p>	<ul style="list-style-type: none"> <li>• Mastery of content knowledge and skills</li> <li>• Effective communication skills</li> <li>• Critical and reflective thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Student Schedules</li> <li>• First Time Freshman enrollment reports</li> </ul>	<p>Fall 16 Semester</p>	<p>100% of first time freshman will be enrolled in a Learning Community in their initial semester of attendance.</p>
<p>5. <i>Academic Support Peer Advisers will connect university technology and relay academic deadlines to undergraduate students.</i></p>	<ul style="list-style-type: none"> <li>• Mastery of content knowledge and skills</li> <li>• Effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at information workshops</li> <li>• Increase in student use of Degree Audit, Banner, and D2L</li> </ul>	<p>Spring Semester 17</p>	<ul style="list-style-type: none"> <li>• 50% of first time freshman will attend a peer mentor workshop.</li> <li>• 5% increase in use of HU technologies.</li> <li>• 20% of main campus undergraduates will attend a peer mentor workshop.</li> </ul>

Student Learning Outcome:	Assessment Measurement Results	Outcome Achieved? (0= No, 1= yes)	Plan for Improvement
<p><b>1. First-time freshman will identify and meet with academic Adviser during fall semester</b></p>	<p>Degree Audit system verifies 307 first time freshman received academic advisement from Academic Adviser during the fall 2017 semester. The total freshman cohort was 312 students-98% of first time freshman attended an advisement The MYSA First Time Freshman Survey indicates 93% of first time freshman that completed the survey were able to identify their adviser and 88% were satisfied with their advisement</p>	<p>1</p>	<p>The outcome was achieved, however the method of collecting data needs improvement. An upgrade in Lab Tracker software will be completed during the academic year.</p> <p>Additional Degree Audit reporting will be attempted to better monitor advisement sessions conducted over the academic year.</p> <p>Track data that will indicate if at least 6 face-to-face advisement sessions (3 per semester) correlates to at least a 2.0 GPA for the academic year. It is expected that 80% of first time freshman that attend scheduled advisement sessions will end the academic year with at least a 2.0 GPA.</p>
<p><b>2. First time freshman will receive professional advisement prior to registering for the fall semester</b></p>	<p>The NMHU Banner system verifies each first time freshman received advisement prior to registration</p>	<p>1</p>	<p>A concise communication plan will be developed for first time freshman and will be implemented by the first week of the semester. The goal is to provide measurable Adviser communication for each semester.</p> <p>Each student will have a minimum of three scheduled face-to-face advisement sessions during the fall 2017 semester.</p>
<p><b>3. First time freshman will be enrolled in a Learning Community as part of the advisement process for the First Year Experience program.</b></p>	<p>The NMHU Banner system indicates 95% of first time freshman were enrolled in a learning community.</p>	<p>2</p>	<p>Variables that were not considered at the start of the semester did not allow for the outcome to be achieved. In the future, First Time Freshman that complete dual credit classes while in high school will have to be accounted for. In a typical fall semester, there are a 5-10 students that have earned more than 15 college credits prior to high school graduation.</p> <p>A program developed for this population in their first full year of university enrollment will be explored in collaboration with the first year experience program. A review of similar programs will occur with recommendations provided by the conclusion of the Fall 17 semester.</p>
<p><b>4. Academic Support Peer Advisers will connect university technology and relay academic deadlines to undergraduate students.</b></p>	<p>Sign in sheets from the Peer Adviser workshops verify 127 undergraduate students attended an event during the spring 17 semester</p>	<p>2</p>	<p>Neither the 50% first time freshman outcome nor 20% undergraduate outcome of workshop attendance was attained. The goal was aggressive and will be recalculated for the fall 17 semester. The model to provide the workshops at the residence halls will be continued. Attendance in the spring semester did increase by 50%.</p> <p>To improve upon the outcome, the list of workshops and dates is completed and available on the university calendar for the fall 17 semester. The advertisement flyers will be complete prior to the start of the semester. Social media use on Twitter and Facebook will</p>

			<b>be implemented into ad campaign. Collaboration with other student service offices has occurred to minimize duplication of services and offering competing events within the same time slots.</b>
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