

Co-Curricular Outcomes Assessment Report First-Year Experience 2017-2018

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

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Program Mission: The First-Year Experience program mission is to serve students by providing an exceptional experience focused on supporting student success through community building, experiential learning, and cross-disciplinary connections, 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, encouraging participation in campus events, Peer-Mentor-led academic and social events, personal mentoring, and Peer-Mentor-led study sessions and tutoring. In the spring semester, the Peer Mentors continue contact with first-year students by leading study sessions and providing tutoring for students in various 100/200-level courses and encouraging students to attend campus events and Peer-Mentor-led academic and social events. Peer Mentors are embedded in the courses for which they provide support. Peer Mentors received ongoing training for mentoring, tutoring, and leadership.

Intended Audience: First-year students, primarily, and some sophomore--senior students (Peer Mentors; some students enrolled in 100/200 courses in spring).

Student utilization of the program over the past year:

Of the 254 First-time full-time degree-seeking freshmen (FFF), 246 participated in the FYE LC program fall 2017. The 8 students who did not participate were advanced students bringing in dual credits and either had taken all their core or were in advanced courses that conflicted with the LC times. Overall, 258 students participated in the FYE LC program in fall 2017. The 12 students who participated in the program but were not FFF included two first-time part-time freshmen, one continuing student who began spring 2017 but did not take UNST 101 that semester, one returning student from the fall 2015 cohort, and 8 transfer students.

In fall 2017, 75.96% (196/258) of students in the FYE LC program utilized the HUE Study Lounge or attended a HUE-sponsored event for either academic or social purpose.

Overall, in fall 2017, there were 839 visits to the HUE Study Lounge / office sponsored events by 267 different students, and 196 of these students were in the FYE LC program. There were 558 visits for academic purpose and 266 for social purpose (15 did not indicate a reason).

In the spring semester, Peer Mentors connect with students by serving as embedded tutors in select 100/200 level courses. In spring 2018, 296 students (unduplicated) were enrolled in the courses for which PMs served as embedded tutors.

In spring 2018, 44.9% (133/296) of students enrolled in a course with an embedded Peer Mentor utilized the HUE Study Lounge or attended a HUE-sponsored event for either academic or social purpose.

Overall, in spring 2018, there were 513 visits to the HUE Study Lounge / office sponsored events. There were 345 visits for academic purpose and 156 for social purpose (12 did not indicate a reason).

Students also reach out to Peer Mentors outside of the HUE Study Lounge (e.g. while PM is in dining hall or walking outside) or digitally, but this is much harder to track. For only the first 6 weeks of the spring 2018 semester, Peer Mentors calculated approximately 300 student contacts, which is more than the number of contacts tracked in LabTracker for the same time period (232).

Summary of Student Satisfaction Results:

Unfortunately, the student satisfaction questions in SurveyMonkey were skipped in the survey logic, so this data is not available for fall 2017. However, the open-ended questions about the Peer Mentor services were not skipped and show an overwhelmingly positive response. Peer Mentor satisfaction results were 100% positive and are detailed in Student Learning Outcome 4 below.

Student Learning Outcome 1: Academic Integration – Students will demonstrate connectedness to their academic work

University Traits Linked to SLO: Critical and reflective thinking skills; Mastery of content knowledge and skills

Means of Assessment: Pre/post iSeminar assessment academic integration questions; Lab Tracker

Timeline for Measurement: End-of-Fall; End-of-Spring

Key Performance Indicators (goals):

1. 5% growth on academic integration over the course of the fall semester
2. 50% of students in fall FYE LC program utilize the HUE Study Lounge / Peer Mentors at least once for academic purpose during **fall**; 30% attend 3-4 times in fall; 20% attend more than 4 times in fall

3. 30% of all students **in spring program** (enrolled in a spring course to which a PM was embedded) utilize the HUE Study Lounge / Peer Mentors at least once for academic support in **spring**

Summary of Data:

1. The Fall 2017 average pre-assessment *academic* integration score was 3.59 on a 5pt Likert scale. The average post-assessment score was 3.87. Using percent change calculation, the growth is 7.67%. The key performance indicator goal of 5% growth was achieved for this measure.
2. 68.99% (178/258) of students in FYE LC program utilized the HUE Study Lounge / Peer Mentors at least once for *academic* purpose during fall 2017, which far exceeded the target; 28.65% (n = 51) attended 3-4 times in fall, which nearly met the target; 12.36% (n = 22) attended more than 4 times in fall, which did not meet the target.
3. Of all students **in spring program** (enrolled in a spring course to which a PM was embedded), 39.19% (116/296) utilized the HUE Study Lounge / Peer Mentors at least once for *academic* support in **spring**, which exceeded the goal.

Strategy for Improvement:

The iSeminar (UNST 101), curriculum is being updated to give more meaningful focus to helping students know their resources and problem solve their own situations, as well as incorporating more practice for academic skill building. The pre-post test administered in iSeminar (UNST 101) gives a better gauge regarding where we might improve the iSeminar curriculum. The curriculum for fall 2018 will focus more on problem solving individual student issues and working with LC course content as a basis for learning other skills in iSeminar with the overall goal of increasing academic integration. The iSeminar curriculum will also utilize the newly acquired PrepStep College Success Skills tutorials. Instructors who teach iSeminar will assist in updating the iSeminar curriculum.

Student Learning Outcome 2: Social Integration – Students will demonstrate a sense of community, belonging, and ownership as they form meaningful relationships and become part of campus life

University Traits Linked to SLO: Effective communication skills

Means of Assessment: Pre/post iSeminar assessment academic integration questions; Lab Tracker

Timeline for Measurement: End-of-Fall; End-of-Spring

Key Performance Indicators (goals):

1. 5% growth on social integration over the course of the fall semester
2. 40% of students in **fall** FYE LC program attend at least one FYE social event or utilize the HUE Study Lounge for social purpose in first semester.
3. 40% of students in which PM were embedded in spring will attend at least one FYE social event or utilize the HUE Study Lounge for social purpose in **spring**

Summary of Data:

1. The Fall 2017 average pre-assessment *social* integration score was 3.77 on a 5pt Likert scale. The average post-assessment score was 4.0. Using percent change calculation, the growth is 6.249%. The key performance indicator goal of 5% growth was achieved for this measure.
2. 38.37% (99/258) of students in **fall** FYE LC program attended at least one FYE *social* event or utilized the HUE Study Lounge for social purpose in first semester, which fell slightly short of the target.
3. Of all students **in spring program** (enrolled in a spring course to which a PM was embedded), 16.22% (48/296) attended at least one FYE *social* event or utilized the HUE Study Lounge for *social* purpose in **spring**, which did not meet the goal.

Strategy for Improvement:

The Director of Academic Enrichment and Retention will work with the Dean of Students and the office of Strategic Enrollment Management to create a schedule of all campus social events across campus to be available before fall 2018 begins. This calendar will be available on Ellucian Go, which Peer Mentors assist students to download during summer orientations and reinforce in iSeminar. The in-advance availability and inclusion on a master calendar will aide Peer Mentors in communicating events to students and encouraging their attendance. The calendar will be uploaded on each iSeminar Brightspace page and will also be distributed to first-year student in hard copy so they can post in their rooms.

Student Learning Outcome 3: Grades – 1) Students utilizing Peer Mentors for academic support will receive higher GPAs than those who do not utilize these services. 2) Students will receive more ABC grades in LC courses than in their non-LC courses.

University Traits Linked to SLO: Mastery of content knowledge and skills

Means of Assessment: Lab Tracker / Banner

Timeline for Measurement: End-of-Fall; End-of-Spring

Key Performance Indicators (goals):

1. 25% higher **fall** GPAs for students in fall FYE LC program who utilize the HUE Study Lounge / Peer Mentors for *academic* purposes than students who never attend
2. 25% higher **spring** GPAs for students in courses with embedded PMs who utilize the HUE Study Lounge / Peer Mentors for *academic* purposes than students who never attend (in spring)
3. 75% of students in program utilizing HUE Study Lounge / Peer Mentors for *academic* purposes in **fall** receive passing grades in all LC courses
4. First-time full-time freshmen enrolled in the FYE LC program receive 80% ABCs in LC courses.

Summary of Data:

1. In **fall** 2017, students in FYE LC program who utilized the HUE Study Lounge / Peer Mentors for *academic* purpose (n =178; GPA mean = 2.8) had 19.61% higher GPAs than students who never attended (n = 80; GPA mean = 2.3), which did not meet the target. The mean GPA for the entire cohort in FYE LC was 2.65. FYE LC program students who utilized HUE Study Lounge / Peer

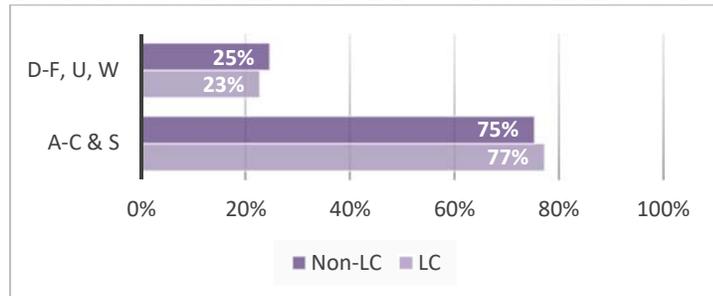
Mentors for academic purposes also had a higher average credits earned, 13.778 vs 12.378. The average credits earned for the entire cohort in FYE LC was 13.364.

2. In **spring** 2018, students in courses with embedded PMs who utilized the HUE Study Lounge / Peer Mentors for *academic* support (n = 116) had 11.03% higher GPAs (GPA mean = 2.7) than students who never attended (n = 177; GPA mean = 2.4).

3. In **fall** 2017, 79.78% (142/178) of students in program utilizing HUE Study Lounge / Peer Mentors for *academic* purposes in fall received passing grades in all LC courses, which exceeded the goal.

4. First-time full-time freshmen enrolled in the **fall** 2017 FYE LC program received 77.26% ABCs in LC courses (not including iSeminar), which is an increase from the fall 2016 cohort (70% ABC in LC courses). In non-LC courses, fall 2017 students received 75.33% ABCs, which is also an increase from the fall 2016 cohort (68% ABC in non-LC courses). When including iSeminar (UNST 101), first-time full-time freshmen enrolled in the fall FYE LC program received 79.79% ABCs. UNST 101, a one-credit course focused on academic, social, and personal integration to build student success, generates more ABC grades than other courses; for fall 2017, 84.88% of UNST 101 grades were ABC.

Table 1. Student ABC and DFW Grades in LC vs. Non-LC courses (excluding UNST 101)



Strategy for Improvement:

Peer Mentors will regularly attend at least one of the LC courses in addition the iSeminar course. This will allow the PM to serve as embedded tutors for both the iSeminar course and the other course. It will also reduce the caseload of the PM (~20 students served in two courses in same LC from the usual ~40 served across two iSeminar sections), allowing the PM to give more individualized attention to those ~20 students, help tie the LC together in the iSeminar, and work more closely with the entire faculty team teaching the LC.

Student Learning Outcome 4: Peer Mentor Growth – Peer Mentors will grow in leadership and communication skills

University Traits Linked to SLO: Critical and reflective thinking skills; Effective communication skills

Means of Assessment: End-of-semester survey

Timeline for Measurement: End-of-Fall

Key Performance Indicators (goals):

1. Average score of 4.7 on a 5pt Likert scale indicating positive experience as a student leader

2. 75% of PMs strongly agree that they feel they have grown in leadership skills
3. 75% of PMs strongly agree that they feel they have grown communication skills

Summary of Data:

1. The Peer Mentor fall 2017 survey indicated an average of 4.5 on a 5pt Likert scale, indicating positive or very positive experience as a student leader for all 12 respondents.
2. At the end of fall semester, 83.33% (n = 10) of PMs strongly agreed that they feel they had grown in leadership skills, and 16.67% (n = 2) agreed. The average score was 4.83.
3. At the end of the fall semester, 91.67% (n = 11) of PMs strongly agreed that they feel they had grown in communication skills, and 8.33% (n = 1) agreed. The average score was 4.92.

Strategy for Improvement:

Peer Mentors will be trained online using BrightSpace during summer 2018 in preparation for the coming fall, and a week-long training will occur in-person the week before the fall semester begins. The twice-weekly fall and spring trainings will build upon the summer trainings, and Dr. Rebecca Moore will assist with training PMs.

Summary of the Outcomes Assessment Data:

In the area of academic integration, the program greatly exceeded targets and last year's comparable measures. First-year students are both utilizing the HUE Study Lounge and Peer Mentor services as well as improving on measures of academic integration over the course of the first semester.

In the area of social integration, the program nearly met the target for fall but feel short of the target in spring. For social integration growth in the first semester, the target was exceeded, however.

While students utilizing the HUE Study Lounge / Peer Mentors for academic purpose did have 19.61% higher GPAs than students who did not utilize the services, this was not an increase over last year's data and did not exceed the target. This may be due to differences in data collection in Labtracker between the two years (e.g. this year Study Blitz and self-study attendance was counted as part of utilization of the services for academic purposes and in 2016 the Peer Mentor service structure was different and only allowed for pre-arranged, structured PM study). However, the majority of students utilizing these academic services did receive passing grades in all of their LC courses, exceeding the percent who did so last year and exceeding the target. Students utilizing the services in the spring also had higher GPAs than students who did not utilize the services. The percent of ABCs earned for both LC and non-LC courses increased from last year at 7 percentage point each. The target for percent of ABCs in LC courses was not met, but that target may have been a bit ambitious at a 10 percentage point increase.

Peer Mentors felt they had grown in both their leadership and communication skills over the course of the fall semester and expressed an overall satisfaction with their experience as a Peer Mentor.

Based on your assessment, what are your overall plans for program improvement in the upcoming year?

- iSeminar updates and use of PrepStep College Success Skills tutorials. iSeminar instructor assistance in curriculum development.
- Use of events calendar

- Peer Mentors embedded in two parts of LCs (iSeminar plus one other class in LC)
- Increased level of Peer Mentor training, to begin online during summer and include a week-long intensive in August before classes begin. Faculty assistance in PM training throughout the academic year.

What, if any, changes or improvements need to be made to your assessment plan for next year?

The pre-post test was an improvement upon previous years' calculation of end-of-semester social and academic integration scores, as the growth score is more meaningful. The pre-post test needs to be shortened and restructured for ease of analysis for fall 2018.

If TutorTrac replaces NMHU's use of LabTracker, the tracking of student use of services will be much cleaner and less cumbersome, and the outcomes assessment plan should be reconfigured to adapt to the capabilities of TutorTrac.