

2016-2017 Annual Co-Curricular Report (DRAFT) October 2017

The university revised the Outcomes Assessment Handbook during the 2016-2017 academic year to include a procedure for assessment of co-curricular activities. The Faculty Senate formed an ad-hoc co-curricular group in fall 2016 and charged it with formalizing our co-curricular assessment process for inclusion in the Assessment Handbook. The committee included the following members:

- Buddy Rivera, MS, Director of the Office of Institutional Effectiveness and Research (Staff)
- Dr. Kim Blea, Dean of Students (Administration)
- Dr. Brandon Kempner, Director of HLC Compliance (Administration)
- Dr. Jennifer Lindline, Chair of the Faculty Senate Outcomes Assessment Committee (Faculty)
- Dr. Kathy Jenkins, Department of Exercise Science (Faculty)
- Elizabeth Ratzlaff, MS, ARMAS Director (Staff)

The first step was to adopt a formal, campus-wide definition for co-curricular program at Highlands. The definition adopted is as follows:

Co-curricular activities are non-credit bearing experiences that complement and extend the formal learning experience of a course or academic program. Co-curricular activities are supervised and/or financed by the institution and facilitate the attainment of Highlands' four essential traits (student learning outcomes). These experiences are ungraded and non-credited, although they may be compensated through student employment.

Co-curricular activities develop a student's social, intellectual, cultural, democratic, civic, and aesthetic domains which are integrated into our four student traits (designated as university-level student learning outcomes), these are:

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

The assessment of our co-curricular programs, specifically tying them to the way they support our four university traits, demonstrates the relationship to the Highlands' mission and supports the role these programs play in contributing to the educational experience of our students.

The committee identified 13 co-curricular programs to annually participate in outcomes assessment. Any additional unit that feels the primary goal of its program or activity is co-curricular (supporting the four traits) rather than extracurricular* is welcome to participate in co-curricular outcomes assessment. Participation in the co-curricular assessment process allows programs to evaluate their effectiveness, demonstrate their contribution to the university's strategic plan and mission, and make a stronger argument regarding budget requests.

*Definition of Extracurricular: University-funded out of class experiences that primarily contribute to a vibrant campus rather than supporting the four academic traits.

The following programs were considered to be co-curricular and were divided into two main areas:

Academic Support Activities:

Academic Clubs: The university supports more than 20 chartered academic clubs and organizations, several of which are at the Highlands centers. The clubs and organizations offer students a means of building community, developing leadership skills, and engaging with different subjects. In 2016-2017, 237 students participated in these clubs.

Academic Support has a mission of “providing opportunities for undergraduate students to attain an exceptional education by fostering orientation, advisement, and support services to persist towards achieving their educational goals.” In 2016-2017, academic support provided 2913 advising sessions.

First-Year Experience Learning Communities (FYE, LC) program contains both curricular and co-curricular elements. From a curricular standpoint, the LCs have freshmen enroll in three linked classes; the broader FYE program creates a number of social and academic out-of-classroom experiences for our students to achieve integration into the university community. In fall 2016, nearly half (n = 154) FYE students attended at least one peer-mentor led study session.

The Language Learning Center, Net Tutor, and the Writing Center all provide tutoring services to all students. In 2016-2017, students visited the Language Learning Center 1,493 times, and visited the Writing Center 584 times.

The **Library** provides a variety of co-curricular support for research and information resources, as described in 3.D.5. and 3.D.6. In 2016-2017, the library gave 70 instructional sections to 1,007 students, including 30 instructional sections for center or online students.

ARMAS: While open to all students, the primary mission of the center is to provide support to students majoring in the STEM disciplines through the innovative delivery of proven best practices such as internships with local areas agencies (note: local internships are important as some Highlands students have family obligations which make it difficult to leave the area); undergraduate research fellowships which allow STEM students to work with a faculty member in their laboratories; math tutoring; meaningful student employment which engages students further in their academic work; supplemental instruction (SI), peer-facilitated group study, in STEM gateway courses; and the creation of a community focused on their studies. While originally funded by grants, Highlands now assumes the responsibility for funding the majority of the programs housed at ARMAS. During the 2016-2017 academic year, 742 students registered to use the center (248 or 33 percent of center users were STEM majors which represents 79 percent of total STEM majors). In the 2016-2017 academic year, there were more than 16,000 uses of the services at the ARMAS center as tracked via our Labtracker system.

Career Support Activities:

Career Services and the Internships Office supports the university’s mission, goals, and core values by empowering students to make career-planning decisions, to connect them with regional and global employers, and to provide skills in successfully obtaining employment in a rapidly changing and competitive job market. Four hundred seventy-one students attended the Career and Internship Fair, and there were 71 career service workshops and presentations.

The **Department of Exercise and Sports Sciences** offers a number of career preparation cocurricular opportunities in its **fitness center** and **swimming pool**.

Student Employment has a mission to “provide on-campus job opportunities for students to gain work experience and develop their workplace skills.” Five hundred six students were on-campus employees in some capacity during spring 2017.

The **Student Professional Development** program offers a variety of opportunities for students to attend professional development opportunities through professional associations, campus club affiliations, and academic department initiative. Eighty two students took advantage of these opportunities in 2016-2017.

The goal of the co-curricular outcomes assessment process developed is to regularly evaluate the various co-curricular programs at Highlands, gathering data on student participation, student satisfaction, relation to the four Highlands traits, and areas for improvement. The co-curricular assessment process deliberately mirrors the academic assessment process, placing those two activities on the same level of importance with the co-curricular outcomes assessment, and the reports provide in-depth information on services, usages, and outcome as well as the statement of the unit's mission, a description of three to five student learning outcomes that relate to the program mission and university traits, a description of data to be collected to demonstrate each outcome, and the criteria used to evaluate whether the outcomes are met. The changes to the Assessment Handbook have been approved by the Faculty Senate, Staff Senate, and the Board of Regents.

Highlands uses a peer review system to provide feedback to academic and co-curricular programs. This feedback includes information regarding the clarity of the program's mission, the outcomes assessment data indicators, and the program's use of data. By closing the loop and providing feedback, this process helps the co-curricular activities better serve our students through improved programs and activities.

To facilitate the collection of meaningful data for the co-curricular programs, Highlands has contracted with SkyFactor, a third-party data collection company that gives surveys to students and allows comparisons of our results with peer institutions and national benchmarks. By utilizing SkyFactor's Student Services Assessment Suite, we have been able to collect information on the student experience with our co-curricular programs. These surveys also keep students' responses anonymous, thus protecting the data and privacy of students. Academic clubs, career services, academic advising, and other programs utilized SkyFactor data in 2016-2017. The SkyFactor surveys (example here) provide data about student satisfaction, learning outcomes, and overall impact on their academic experience.

Over the 2016-2017 year, the identified programs developed plans using the plan template and reported on their data, outcomes, plans for improvement, and results of peer review using the report template. To ensure outcomes assessment results in data-driven program improvement, a co-curricular outcomes assessment in-service was facilitated by Dr. Kim Blea and Elizabeth Ratzlaff during the fall 2017 Professional Development Week.

Following this year of development and initial implementation, a standing committee was charged with providing on-going support and continued momentum of co-curricular program assessment and program improvement. The members of the committee include:

- Casey Applegate-Aguilar, Director of the FYE/LC Program (Academic Affairs)
- Benito Pacheco, Director of Academic Support (Strategic Enrollment Management)
- Ron Garcia, Director of Career Services (Student Support)
- Margaret Gonzales, Director of Campus Life (Student Support)
- Buddy Rivera, Director of the Office of Institutional Effectiveness and Research (OIER)
- Dr. Kim Blea, Dean of Students (Administration)
- Elizabeth Ratzlaff, Director of the ARMAS Center (Academic Affairs)
- Julia Geffroy, Native American Recruitment and Orientation (Strategic Enrollment Management)

**NMHU Co-Curricular Outcomes Assessment
Plans for Improvements for 2017-2018**

Summary of Relevant Data [Areas to focus on in 2017-2018]	Action Steps/Plans	Disciplinary SMART Goals [Specific, Measurable, Achievable, Results-focused, and Time-bound]
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Career Support Activities		
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Career Services & Internships Office		
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<ol style="list-style-type: none"> All four learning outcomes were achieved as indicated by the measurement results exceeding the average score threshold on each survey. Conducted a First Destination Survey sent to all graduates of bachelor degrees and associate degrees for the class of 2015-2016. Conducted a Skyfactor Career Services Survey sent to all current students to assess their learning outcomes and satisfaction with Career Services: 124 of 507 graduates completed survey resulting in 23.5% response rate. All learning outcomes and satisfaction levels exceeded targeted thresholds. Conducted a Student Survey for the Career and Internship Fair to assess if students' needs of the career fair were met (overall satisfaction): 374 of 471 completed the survey resulting in a 79.4% response rate. The career fair exceeded the targeted threshold for meeting students' needs. 	<ol style="list-style-type: none"> Refine/Streamline presentations and materials for teaching effective résumé writing and job interviewing skills. Conduct more student outreach to increase student awareness and usage of career services, especially for center and distance students. Collaborate with ITS/webmaster to improve the visual quality of our job posting webpage. Increase the score threshold on all outcomes for next year's survey. Hire more students to serve as career peer advisors to assist the Career Services Director in providing services to students. 	<ol style="list-style-type: none"> Increase student participation Improved/Updated website Increased personnel Updated training material
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Exercise & Sport Sciences – Fitness Center		
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<ol style="list-style-type: none"> 3 out of the 4 wellness consultants worked 20 hours per week during the spring 2017 semester. 	<ol style="list-style-type: none"> Continuing reviews throughout the semester will help student workers maintain necessary skills. 	<ol style="list-style-type: none"> Increased training for staff Increased number of users of fitness center
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<ol style="list-style-type: none"> 2. 90% of the students earned an 80%. The average score was 80% on the evaluation. 3. During the spring 2017 semester, 1,740 students, 752 employees, 1 athlete, and 589 community members used the HU Wellness Program. 4. Physiological assessments were administered to 43 employees, 35 Fit for Life students, 86 regular students, and 22 community members. 5. Individual consultations were administered to 57 employees, 31 Fit for Life students, 75 regular students, and 33 community members. 	<ol style="list-style-type: none"> 2. Modify the performance evaluation to strengthen the necessary skills. 3. Change the hours of operation which will add one extra hour to the evening hours of operation. 	
Exercise & Sport Sciences - Natatorium		
<ol style="list-style-type: none"> 1. 4,191 persons used the NMHU Natatorium in the spring 2017 semester. 2. 1449 were community members, Co-Curricular Outcomes Assessment Report - Natatorium 2017 and 154 were members of groups. 3. 9 out of 12 lifeguards worked 20 hours per week. The other 3 lifeguards worked 16 hours per week. 	<ol style="list-style-type: none"> 1. Maintain hours of operation and offer admission to students, faculty, staff, and community members, and groups. 2. Offer in-service training to lifeguards during the semester. 3. Continue to try to maximize work study hours with each lifeguard, during the spring semester. 	<ol style="list-style-type: none"> 1. Increased use of pool 2. Increased training opportunities 3. Improved student performance by lifeguards
Student Employment		
<ol style="list-style-type: none"> 1. Conducted a Skyfactor Student Employee Survey sent to all student employees in the Spring semester to assess learning outcomes and satisfaction of their on-campus work experience: 266 of 506 student employees 	<ol style="list-style-type: none"> 1. Develop training sessions for students to enhance the following knowledge and skills: <ol style="list-style-type: none"> a. ability to communicate effectively (customer service), 	<ol style="list-style-type: none"> 1. Increased training opportunities 2. Increased student participation 3. Increased supervisor participation 4. Higher response rate on surveys 5. Additional personnel

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<p>completed survey resulting in 52.5% response rate. All learning and satisfaction outcome results exceeded their targeted score thresholds.</p>	<ul style="list-style-type: none"> b. successfully establishing professional relationships (networking), and 3) c. time management. <ol style="list-style-type: none"> 2. Develop training for supervisors to provide student employees with information explaining job expectations. 3. Change the timeline for conducting student employee survey during the last month of the fall semester or the first month of the spring semester. 4. Increase this score threshold on all outcomes for next year's survey. 5. Create a student employment office or coordinator position to improve the student employment experience. 	
Student Professional Development		
<ol style="list-style-type: none"> 1. SkyFactor was used to measure student satisfaction. The survey was distributed to all 82 students in May 2017 via e-mail, with multiple reminders to complete the assessment forwarded by SkyFactor. 2. The Student Activities Assessment included 104 questions about demographic information, satisfaction about the activities, and information about the impact of those activities on student learning outcomes. 	<ol style="list-style-type: none"> 1. Dean of Students advise the Student Senate of the expectation for students using University funds for student professional development to complete the survey. 2. Move the survey to February, and better communicating with students and faculty advisors about the purposes of the survey. 	<ol style="list-style-type: none"> 1. Increase interaction between Dean and students 2. Increased student participation in program 3. Increased student participation in survey