HLC Addendum Request

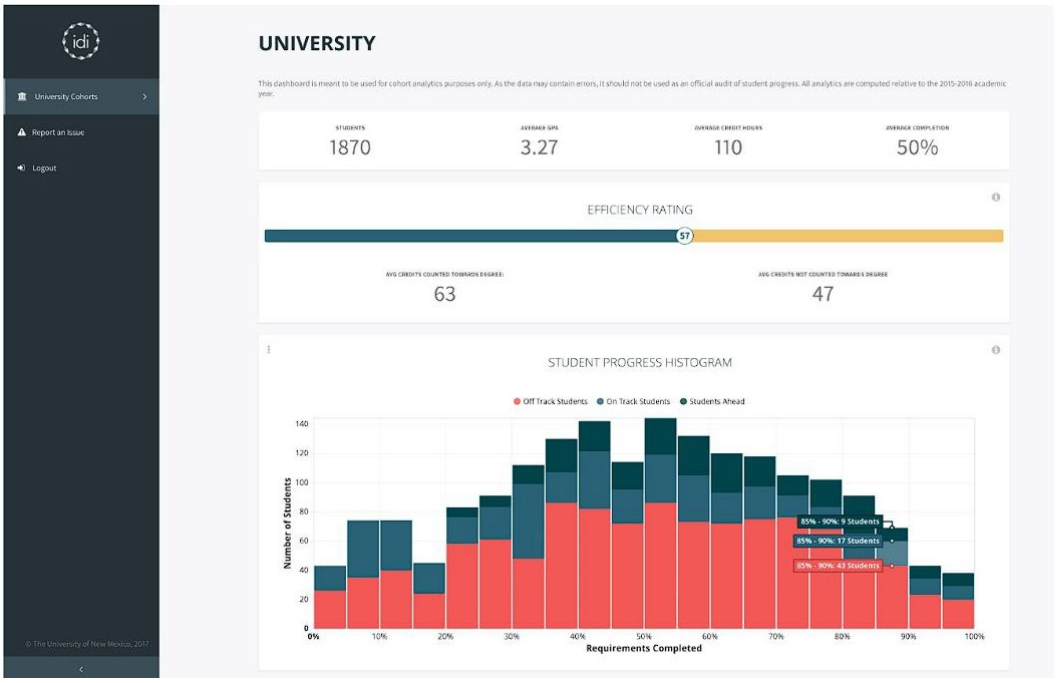
7. Early- start and first-year experiences: do you have evidence that demonstrates the impact of these experiences of student success/retention, etc.? How many students participate in these experiences? are the experiences being evaluated?

Institutional Response:

The first tactic for AY 2023-24 of UNM 2040 Goal 2 (leaders: Scott, Vigil, Cheek) is to task the incoming Executive Director of Student Support (search in progress with working to "Align and coordinate first-year, near-peer mentorship and support programs. Build course clusters for first- and second-semester students to promote connection and belonging; attach academic support directly to the clusters." This will involve advancing data collection on student enrollment and participation in first-year programs and evaluation and assessment of current status to establish benchmarks. With multiple programs at different stages of maturity, we recognize the need to align around the approaches that have been most effective in our pilots. We have evidence that demonstrates the impact of some but not all experiences on student success and retention. Many but not all of the experiences are being evaluated, sometimes using disparate measures. Course-based academic experiences and course enhancements touch thousands of students, while near-peer mentoring and coaching programs touch cohorts of 20-30 students.

Please note that we did not include the bulk of the information in this Addendum Request 7 in the *UNM 2023 Assurance Argument* because it is work in progress; we did not want to present preliminary plans and tools that had not reached full implementation and/or that are in draft or incompletely distilled form.

Beginning in Fall 2023, UNM will use a centralized cohort tracking tool developed by UNM's Institute for Design and Innovation (https://idi.unm.edu/). This will enable tracking participation in student support programs, and retention, completion, with demographic information and evaluated for impact on student progress toward degree. Use of the tool will facilitate the broader project of aligning programs.



First Year Experience Courses

Arts and Sciences 198: 91% of the first-year students who completed a section of ARSC 198 in Fall 2021 continued to take classes at UNM in Spring 2022. (Of the first-year A&S students who did not take ARSC 198 in Fall 2021, 86% continued to take classes at UNM in Spring 2022.) *See attachment.*

University College FYEX 1010 Foundational Math, FYEX 1030 Critical Text Analysis, FYEX 1110 Transition Communities: Pre-2018 data indicate positive impact on retention. However, with pandemic and post-pandemic tripling of placements into these courses, we need to reevaluate retention effects. FYEX 1010 Foundational Math has shown improved retention to second semester and improved GPA in subsequent math classes and is serving as a model for improvements to Pre-College and College-level Algebra, for which we have been seeking funding through grant proposals for over a year.

School of Engineering offers a few one-credit hour sections and Anderson School of Management will pilot such a course in Fall 2023. Other colleges, beyond University College and Arts & Sciences, are considering feasibility of the model and Academic Affairs hopes to undertake a broad feasibility study.

Combined BA/MD Program

This is a highly successful program receiving direct support from the New Mexico Legislature. It offers wrap-around support and services that prepare students from all but three counties in New Mexico for UNM medical school, beginning in the first undergraduate year. Academic

Program Reviews indicate that the strategies employed by the program are high yield, but the resource investment cannot be scaled.

General Education Enhancement

The Student Experience Project: UNM offers faculty development training in the growth mindset and belonging tools validated by the Student Experience Project at UNM and at five other universities in a three-year research study funded by the Raikes Foundation beginning in 2019. UNM's SEP data show (in comparison to courses taught by the same instructors prior to use of the SEP tools) an increase in the percentage of students receiving As and Bs (12%), a small decrease in the percentage of students receiving DFW (2%). Results also indicate improvement over the norm in STEM pipeline retention to the next semester (92% vs. ~80 percent). These strong results at UNM and nationally have led to full institutionalization of the program and expansion beginning April 2023 to pilot training of GTAs, supported by a Sloan Foundation Grant.

Expanding Undergraduate Course-Based Research (ECURE): Initial results from the first cohort offered strong indicators that course-based research experiences led to significant improvement in retention. Results for the second cohort recently reported to the NSF were less clear. We are awaiting results from the third cohort and further analysis for signals about scaling.

Peer Learning Facilitators: In survey data, students from rural or low-income backgrounds interacted with PLFs more than their high-income, urban peers. Eighty-seven percent of students in PLF supported courses report the PLF support being critical to their success with access to help outside of traditional business hours being the number one reason. For instructors, 91% report the PLF is necessary for using more active pedagogies in large courses and 81% report thinking about their teaching more because of the PLF. PLFs (86%) report this experience changes the way they approach their own learning and improves their confidence as leaders (91%). On average, drop/fail rates are 1.5% lower for PLF supported courses than courses not supported by PLFs. For one instructor, sections supported by a PLF had a drop/fail 10% lower and a 5% higher grade average than in sections not supported by a PLF, showing impact potential. We have retained this program with funding from Academic Affairs, Student Fee Review Board, and the Center for Native American Health.

Existing Near-Peer Mentor/Coaching Programs for First-Year Students

African American Student Services Summer Bridge Academy
American Indian Student Services Fall Experience
B.O.S.S. Black Overt Student Success
College Assistance Migrant Program

College Enrichment Program (LANL, Chase, Simons, Daniels)
Community Engagement Center
Emerging Lobo Leaders
Enlace Tutoring / Mentoring
Engineering Student Success Cherry, Silver , & Turquoise Peer Mentoring Program
Engineering Student Success Stem Mentoring Program
Honors College Pathmakers
Living Learning Communities (limited)
Lobo Friends: International Students
Peer Learning Facilitators (not all classes)
Regents Mentoring Program
Student Support Services - TrIO
Undergraduate Health Sciences Enrichment Program (UHSEP)
Zeal Mentoring Program
Women's Leadership Impact Mentorship

Evaluation has been inconsistent across these programs, largely due to pandemic and post-pandemic challenges in securing reporting time. In November 2022, the UNM 2040 Goal 2 leads collected baseline information from multiple co-curricular near-peer mentor and coaching programs, but not full reports (see attached).

UNM's College Assistant Migrant Program and American Indian Student Services Summer Bridge and Fall Experience have strong third-semester retention rates—greater than 80%—relative to the populations they serve and provide a template for aligning near-peer mentor and coaching programs.

Here is a selection of evidence we were able to collect after receiving the addendum request on Thursday, April 20, 2023, until the beginning of the visit on April 24, 2023:

- UNM Student Support Services - TRIO
- First Year Experience Courses in University College
- UNM Service Corps
- Engineering Student Summer Bridge

- Health Science Center Programs: Path Emerging Leaders, and Undergraduate Enrichment
- American Indian Summer Bridge (AISB) Program and the AISB Fall Experience
- Arts & Sciences ARC 198
- Center for Teaching and Learning
- Peer Learning Facilitators

UNM 2040 Goal 2 slides offer a recent overview of student success programs at the University.

Health Sciences Center – PATH Emerging Leaders and Undergraduate Enrichment

Communities to Careers oversees 12 health career program models serving K-20+ students around the state of the NM. On average, we serve 500+ underrepresented or economically or educationally disadvantaged students per year.

Assessment methodology:

For each of our programs, we follow a conceptual framework and an evaluation logic model to inform program delivery and assessment. We collect demographic data at enrollment which is stored in a FERPA secure database, and pre and/or post surveys of participants regarding their perceptions about the program for internal program improvement purposes. For programs with practice tests, like ACT, MCAT, etc) we collect practice test scores to demonstrate improvement and learning. And lastly, we track participants longitudinally by conducting an annual survey with outreach to participants by phone and email to ask about education and career progress, and pulling reports from Clearinghouse about enrollment and degree attainment.

Assessment of these out of school time enrichment programs is a priority for the department, and in the last year we have hired a Data Manager who has been organizing and managing available historical data from 2011 to present and has begun analysis of the outcomes.

The UHSEP program is our only bridge to college program. PATH only serves rising sophomores, juniors and seniors. For UHSEP, we have served 193 participants since 2011, and of those we have confirmation from Clearinghouse that 49 have graduated from college. 29 of those were UNM graduates. Not all student elect to share their education status with Clearinghouse, which is one factor to consider. Also, students in cohorts from 2019 to present would not be expected to have graduated yet based on a four-year degree plan. We will continue to track their enrollment and graduation rates.

American Indian Summer Bridge (AISB) Program and the AISB Fall Experience

With respect to the American Indian Summer Bridge (AISB) Program and the AISB Fall Experience, it's important to note that the traditional 4-week AISB Program during the summer was last held in Summer 2019. COVID resulted in complete cancellation of the program in 2020 and was replaced with a 16-week AISB Fall Experience + FYEX course in 2021.

Since its inception, 458 students representing 62 tribes have completed the program (AISB Program + AISB Fall Experience combined).

Data from the 3 most recent 16-week AISB Fall Experience cohorts regarding student success/retention and student participant rates:

- **2020 Cohort** – Fall Experience
    - Student Participants – 14
    - 2nd Sem Retention – 100%
    - Tribal Affiliations – 8
    - Average Fall 2021 GPA (all courses) – 3.51
- **2021 Cohort** – Fall Experience
    - Student Participants – 20
    - 2nd Sem Retention – 95%
    - Tribal Affiliations – 14
    - Average Fall 2021 GPA (all courses) – 3.01
- **2022 Cohort** – Fall Experience
    - Student Participants – 24
    - 2nd Sem Retention – 91.67%
    - Tribal Affiliations – 8
    - Average Fall 2022 GPA (all courses) – 3.07
    - Majors
        - Art Studio (1)
        - Biochemistry (1)
        - Biology (1)
        - Business Administration (1)
        - Chemical Engineering (1)
        - Computer Engineering (1)
        - Criminology (1)
        - Exercise Science (1)
        - Journalism & Mass Communication (1)
        - Mechanical Engineering (1)
        - Native American Studies (1)
        - Nursing (6)
        - Psychology (3)
        - Speech & Hearing Sciences (2)
        - Undecided (2)

Other items of note:

- The existing funding (RPSP Legislative Appropriation) can accommodate a cohort of 30 students annually.
- The 3rd-semester retention rate for all cohorts combined since inception of the AISB initiative overall is 84%.
- The students complete an evaluation at the end of the program experience and we utilize that data to make determinations about changes/shifts to the program structure & experience, including the pre-program recruitment/outreach processes..
- All participants are **required** to complete two academic check-in advisement sessions with AISS each semester for the first four semester of attendance …basically through the end of their sophomore year.

Engineering Summer Bridge

This Engineering Summer Bridge began in Summer 2020 as a result of the Provost request for bridge programs for incoming students as a result of shifted learning from the pandemic. It was offered as a Credit/No Credit course with the cost of the credits covered by the Provost's office. A report for this offering is attached and was generated in April 2021. Retention/graduation data will be evaluated at 4-year mark (2024).

ARSC 198: Topics in Student Success

The College of Arts & Sciences (A&S) Center for Academic Success offers two separate lower-division courses in which students learn fundamental skills and study foundational conceptual frameworks that will better enable them to successfully complete their chosen A&S degree program. Both courses have the subject and number ARSC 198 and both courses provide A&S students the opportunity to master the sorts of communication skills and learning strategies that empower them to more effectively navigate university life.

The curriculum for the current versions of ARSC 198 was developed by the previous A&S Associate Dean for Curriculum and Instruction, Diane Marshall, and staff members in the A&S Center for Academic Success including the Center's Director, Stephanie Hands, and the Center's Education and Development Manager, Sarah Peceny. As signaled on the UNM Catalog page for ARSC courses (URL = http://catalog-devl.unm.edu/catalogs/2022-2023/colleges/arts-sciences/arts-sciences/index.html), curricular oversight for all versions of ARSC is maintained by the A&S Associate Dean for Curriculum and Instruction, who is a tenured faculty member in an A&S academic unit. (Diane Marshall was a Professor of Biology. A&S's current Associate Dean for Curriculum and Instruction, Mary Domski, is a Professor of Philosophy.)

Since being offered to A&S students in Fall 2019 as a three-credit hour first-year transition course, ARSC 198 has been most frequently offered as a co-taught course. The instructor of record has typically been a Teaching Assistant affiliated with an A&S academic unit and the co-teacher has been an Academic Advisor from the A&S Center for Academic Success. When offered as a two-credit hour course that is curated to the needs of A&S students on academic probation, the instructor of record has been a staff member from the A&S Center for Academic Success who has over ten years of experience mentoring A&S students in academic jeopardy.

The instructional model used for A&S's ARSC 198 is akin to the one used in the lower-division learning strategies courses offered by Arizona State University, the University of South Carolina, and the University of Mississippi. It's a model that provides first-year and in-jeopardy students frequent interaction with professionally-trained Academic Advisors who can improve their awareness and understanding of campus resources and offer them the kind of support and guidance that bolsters their sense of engagement and belonging.

FIRST-YEAR TRANSITION COURSES: **ARSC 198: Fostering Scholarly Minds**
ARSC 198: Fostering Scientific Minds

These three-credit hour courses are specifically designed for incoming first-year students who have declared a pre-major in an A&S STEM, Humanities, or Social/Behavioral Sciences degree program. They are focused on tools and skills that are essential for a first-year student's successful transition to life at a Research-1 University in general and in the College of Arts and Sciences in particular. (The learning outcomes specific to these first-year A&S transition courses are listed below on page 3.)

In its first three years on the class schedule, enrollment in this version of ARSC 198 boomed from 21 students in Fall 2019 to 240 students in Fall 2021. To put this rapid growth into perspective, in Fall 2021 roughly 24% of all first-year A&S students had enrolled in a section of ARSC 198. Additionally, 91% of the first-year students who completed a section of ARSC 198 in Fall 2021 continued to take classes at UNM in Spring 2022. (Of the first-year A&S students who did not take ARSC 198 in Fall 2021, 86% continued to take classes at UNM in Spring 2022.)

Responses from the end-of-semester course evaluations collected in Fall 2021 provide strong evidence that the students in ARSC 198 had a very positive and worthwhile learning experience. The majority of the 122 students who submitted an evaluation reported learning more in this class compared to their other courses, with almost 27% responding that they learned *much* more than they did in their other classes. Several students commented that they felt the course created a safe and supportive space for learning and provided opportunities for students to explore their mental health and overall wellbeing in a way that is not common in other courses. Students also commented that developing strategies for how to effectively communicate with campus faculty and staff, having activities specifically related to attending campus and off-campus student events, and getting assistance gaining access to campus resources and with UNM Learn navigation were extremely helpful and applicable to all of their courses. The positive contributions of the Advisors who were co-teaching the class were also acknowledged on the course evaluations. For instance, one student remarked, "They know their way around the campus and academic resources quite well. It was really helpful when they walked us through things such as the degree plan."

Recent Teaching Assistants who have been the instructor of record for ARSC 198: Fostering Scholarly Minds have been graduate students in American Studies, Anthropology, Communication & Journalism, History, Linguistics, and Mathematics & Statistics. Recent Teaching Assistants who have been the instructor of record for ARSC 198: Fostering Scientific Minds have been graduate students in Anthropology, Biology, and Mathematics & Statistics.

Recent Academic Advisors who have served as co-teachers for the three-credit hour versions of ARSC 198 include:

Stephanie Hands (B.A. Psychology, MBA)

UNM University College: Peer Advisor (5 years); Academic Advisor (2 years); Supervisor of Academic Advisement (5 years)

UNM College of Arts & Sciences Center for Academic Success: Director (18 years)

Sarah Peceny (B.A. Latin American Studies and Spanish, M.A. Hispanic Linguistics)

UNM Department of Spanish & Portuguese: Teaching Assistant (2 years); Visiting Lecturer and Assistant Coordinator for lower division Spanish as a Second Language Program (3 years)

UNM College of Arts & Sciences Center for Academic Success: Senior Academic Advisor (1.5 years); Education & Development Manager (1 year)

Tyler Clayshulte (B.S. Biology, current graduate student in Masters in Public Policy program)

UNM College of Arts & Sciences Center for Academic Success: Senior Academic Advisor (2.5 years)

COURSE GOALS	STUDENT LEARNING OUTCOMES
By the end of class, students will be able to…	***Students will demonstrate this by being able to…***
Foster Strategies for Academic Success as an A&S Major	▪ Develop a plan that demonstrates their responsibility for their own education, specifically how it relates to their interests, abilities, career choices, and personal development. ▪ Demonstrate how to effectively evaluate information sources and utilize University libraries and information systems for academic inquiry. ▪ Review the purpose and value of academic integrity and describe the key themes related to the Honor Code at the University of New Mexico. ▪ Identify relevant academic policies, processes, and financial aid procedures related to Arts & Sciences major exploration, advising, registration, and course planning. ▪ Use written and oral communication to discover, develop, and articulate ideas and viewpoints relevant to their area of study. ▪ Identify and apply appropriate college success skills and strategies to their academic studies.
Discover and Connect with Arts & Sciences and UNM	▪ Identify, utilize, and describe UNM Programs, Resources, and Services that contribute to their educational experience, goals, and campus engagement. ▪ Develop and apply skills that contribute to building positive relationships with peers, staff, and faculty. ▪ Describe what it means to be a Lobo in context of the history, traditions, and culture of the University.
Prepare for Responsible Lives in a Diverse, Interconnected, & Changing World	▪ Develop knowledge and competencies in the areas of financial planning, goal setting, savings and investing, money and banking, and credit ▪ Describe processes, strategies, resources, and explain the implications of their decisions, related to their overall wellness ▪ Examine how their background and experiences impact their values and assumptions and explain the influence these have on their relationships with others ▪ Describe concepts of diversity and recognize diverse perspectives ▪ Describe and demonstrate principles of responsible citizenship within and beyond the campus community
Explore Research Opportunities in A&S and at UNM	▪ Recognize different steps of the research process that lead to a greater understanding of how knowledge is constructed ▪ Develop skills in interpreting results and conclusions based off of available data ▪ Reflect on how participation in research can impact their undergraduate experience, help clarify future career goals, and contribute to their self-confidence, identity, and community ▪ Use A&S and campus resources to identify and communicate with faculty about ongoing research that is interesting to them

ACADEMIC PROBATION COURSE: ARSC 198: Student Success in A&S

This is a much more nuanced and personalized version of the Fostering Scholarly Minds course that is taken exclusively by first-year students who have demonstrated a need for more direct academic and personal support. The curriculum of this two-credit hour course centers on the basic skills, conceptual frameworks, and learning strategies that better enable students to successfully navigate their academic journey in A&S. With direct and constant guidance from their instructor, students are required, for instance, to prepare a degree plan using information from A&S and UNM sources, to discuss what work/school/life balance means, and to define *imposter syndrome* and *growth mindset* and relate these concepts to their understanding of how best to achieve academic success. (The complete list of learning outcomes specific to this two-credit hour course are listed below on page 6.)

Per A&S's requirements for students in academic jeopardy (as set forth the UNM Catalog; URL = http://catalog.unm.edu/catalogs/2021-2022/colleges/arts-sciences/index.html), first-year students who have declared a pre-major in an A&S degree program are required to take ARSC 198: Student Success in A&S if their G.P.A. falls below a 2.0 during their first semester. Previously, A&S students in academic jeopardy had the option either to complete this course or to develop a Probation Contract. Now no such option exists. Students must take ARSC 198: Student Success in A&S if their G.P.A. falls below a 2.0 during their first semester. The A&S Center for Academic Success pays the tuition associated with taking the course if it is not already covered by a student's payment of block tuition.

Tracking the effectiveness of the current curriculum for ARSC 198: Student Success in A&S has been complicated by pandemic-related disruptions. However, the evidence that has been collected suggests that this recently imposed requirement for A&S students in academic jeopardy has produced its intended impact: Students completing the two-credit hour course are advancing in their degree programs. For example, in Spring 2021 64 students were enrolled in ARSC 198: Student Success in A&S, and of these 64, 38 passed the course with a C or above, which exempted them from automatic suspension for the Fall 2021 semester. Of the 38 students who passed the course with a C or above, 15 (39.5%) finished the semester in good standing (that is, with a cumulative G.P.A. of 2.0 or above), and 34 (89.5%) continued to take courses at UNM in Fall 2021.

On the end-of-semester course evaluations students reported gaining a lot from the individualized attention they received in ARSC 198: Student Success in A&S and from the time dedicated to skill-building. Additionally, just over 80% of the students who submitted a course evaluation reported that they learned either more or much more in the course compared to their other courses that semester.

Recent Academic Advisors who have served as the instructor of record for the two-credit hour version of ARSC 198 include:

Corine Gonzales (B.S. Business, MPA)
UNM Admissions Office: Recruiter (5 years); Associate Director (5 years)
UNM Dean of Students Office: – New Student Orientation Director (3 years)
UNM Office of Enrollment Management: Strategic Project Director (Retention) (9 years); Instructor for First-Year Courses (15 years); Volunteer Orientation Advisor (5 summers)

Cameron Langner (B.A. History, M.A. Special Education)
UNM Enrollment Management (3 years)
UNM College of Arts & Sciences Center for Academic Success: Sr. Academic Advisor (12 years)

Joanna Camacho Escobar (B.A. Secondary Education, M.A. and Ph.D., History)
University of Texas Rio Grande Valley: Lead Academic Advisor & Adjunct Faculty (2 years)
UNM College of Arts & Sciences Center for Academic Success: Supervisor Academic Advisement (2 years)

COURSE GOALS	STUDENT LEARNING OUTCOMES
By the end of class, students will be able to…	***Students will demonstrate this by being able to…***
Understand personal and academic motivations, values, goals, and any barriers to said goals	▪ Describe personal reasons for wanting to pursue higher education ▪ Identify any barriers to motivation as it relates to student success ▪ Explore career opportunities that fit interests and life goals ▪ Define *imposter syndrome* and *growth mindset* and discuss how they relate to student success
Improve student success skills both in and out of the classroom	▪ Implement different time-management strategies such as developing a master syllabus and a weekly schedule and honing study preparation techniques ▪ Discuss what work/school/life balance means and observe actual practice ▪ Reflect on current spending habits and funding opportunities
Learn soft skills needed to successfully and more professionally navigate the university system	▪ Identify multiple campus and community resources that support learning and personal development ▪ Communicate with campus faculty, advisors, and/or staff in professional written and oral exchanges ▪ Prepare a degree plan using information from A&S and UNM sources

Instructor Qualifications:

Because ARSC is not a subject in which one can earn a terminal degree, qualifications for teaching courses under this subject code must be paired with the specific content that is taught. Namely, the minimum qualifications of the instructors for these courses should be appropriately aligned with the focus on undergraduate student success in UNM's College of Arts and Sciences, which is common to the two- and three-credit hour versions of ARSC 198.

Minimum Qualifications

Pursuant to the accreditation standards set by the Higher Learning Commission, applicants are considered qualified to teach ARSC 198 (as described above) if they either

1. Hold a master's degree or higher in the discipline or subfield for which they are applying

OR

2. Hold a master's degree or higher in a discipline related to but other than that for which they are applying and have successfully completed a minimum of 18 graduate credit hours in an accredited program in the discipline or subfield for which they are applying.

For the purposes of being qualified to teach ARSC 198, the relevant disciplines or subfields are [a] Organization, Information & Learning Sciences (OILS), [b] a discipline in the UNM College of Arts and Sciences, or [c] a subfield of Education directly related to student experiences in higher education.

According to the UNM College of Arts and Sciences policy on the qualifications needed to teach undergraduate courses based on equivalent tested experience, applicants are considered qualified to teach 1000-level courses in the College if they:

1. Hold a bachelor's degree in the discipline or subfield for which they are applying

AND

2. Have documented satisfactory performance of working for 2 years as a professional in the discipline or subfield for which they are applying

Accordingly, given that ARSC 198 courses are focused on bolstering the success of A&S students who are either transitioning to university life or in academic jeopardy, applicants will be considered qualified to teach ARSC 198 if they:

1. Hold a bachelor's degree in a discipline in the UNM College of Arts and Sciences or in a subfield of Education directly related to student experiences in higher education,

AND

2. Have documented satisfactory performance of working in higher education for 2 years as a professional responsible for providing direct support to students, whether as an Academic Advisor, a Student Success Specialist, or a staff member in a related role.

Preferred Qualifications

- A minimum of 12 earned graduate credit hours from an accredited program in [a] Organization, Information & Learning Sciences (OILS), [b] a discipline in the UNM College of Arts and Sciences or [c] a subfield of Education directly related to student experiences in higher education
- At least 1 year of professional experience as an Academic Advisor in higher education
- At least 1 year of professional experience providing direct support to students at UNM

All successful applicants will be required to complete a multi-day orientation during the week before the start of the first semester in which they are teaching ARSC 198.

ARSC 198: A&S First-Year Seminar

In response to UNM's most recent HLC Quality Initiative Report, the College of Arts & Sciences Advisement Center has undergone a series of changes to expand our services beyond academic advisement and towards becoming a more comprehensive, holistic, and targeted student support center. With the support of the college, this culminated in the rebranding of the "A&S Advisement Center" to the "A&S Center for Academic Success" (ASCAS) and included the hiring of an Education & Development Manager in Summer 2021 to oversee the development of first-year programming that would support the University's initiative to broaden high impact practices in First-Year Programming options for incoming students.

ARSC 198: A&S First-Year Seminar is a 3-credit hour elective course for incoming A&S first-year students that is co-taught by A&S graduate students and academic advisors. Academic advisors are able to provide important insight on the "hidden curriculum" needed to navigate the university successfully during a student's first term, and the set-up allows for more direct intervention to help students make decisions that may impact their plan of study or eligibility for continued funding. The hope is that this will translate into an increase in the persistence of students from one semester to the next as a result of a broadened sense of community and belonging to the college, better developed student success skills, exposure to A&S undergraduate research opportunities, and increased engagement with campus support systems earlier on in their academic careers.

Since this is a newer initiative, the data below is preliminary and the curriculum is still in its beginning stages of assessment. Initial data from the Fall 2021 first-year Arts & Sciences cohort shows an increase in 3rd semester persistence in the group of students who took our course in comparison to those who did not within the same cohort. In Fall of 2023, we will be offering 14 sections, which will serve roughly a quarter of the incoming A&S first-year cohort. We are also shifting towards a lecture-recitation model of instruction to determine if this will provide our students with even more access and exploration of campus resources and interaction with college faculty.

Table: Fall 2021 College of Arts & Sciences First-Year Cohort Retention Rates

	Total A&S Students	3rd Semester Retention
ARSC 198 students	*229	*184 (80.3%)
Non-ARSC 198 students	*771	*578 (74.9%)
General FY University trends	*3076*	*2185 (71.03%)*

*The numbers above reflect only those who remained in the CAS.

In addition to the ARSC 198: A&S First-Year course, which is offered in Fall semesters, the Center has also started offering a late starting, fully online asynchronous ARSC 198: Online Learning Strategies course that is another option for students to further develop success skills and is useful for any students who may need to recuperate some credit hours in order to maintain eligibility requirements for scholarship funding. In Fall 2022, there was one section that was offered with 50 students enrolled.

Academic Communities

Academic Communities is made up of two distinct parts: Transition Communities[1] and Academic Foundations. Transition Communities have existed for several decades at UNM in various capacities and are also offered by other units. Academic Foundations, which houses the courses Foundational Math and Critical Text Analysis, was established in 2015. Academic Foundations at UNM was a unique creation in the sense that it combined reading, writing, and math instruction with broader college success skills. Big Questions and First-Year Learning

[1] Sometimes referred to as First-Year Seminars.

Faculty & Staff

Director of Academic Communities: Cash Clifton

Reporting to Mr. Clifton:

- Educational Support Coordinator: Colleen Elvidge
- Lecturers (2) to be hired: 2 for Foundational Math and 1 for Critical Text Analysis
- Term Teachers (2): Breanna Griego-Schmitt, Artemio Zavala
- Part-Time Instructors (number varies by semester)

University College Mission Statement The current mission and values statement for UC is as follows:

Mission Statement

University College is dedicated to providing collaborative opportunities for integrative learning that foster personal, academic and professional excellence.

Core Values

Ensure that students:

- *understand information, by learning to think critically;*
- *synthesize ideas, by integrating multidisciplinary concepts into creative problem-solving skills; and*
- *impact the world, by working with community partners in designing academic responses to significant social issues*

Academic Foundations Mission Statement

Academic Foundations serve as a gateway to student success at the University of New Mexico. These communities provide the tools for students to find their place in higher education through exploration, inquiry, and integration. Students will transfer knowledge across courses, over time, and between campus and community life, inspiring lifelong learning, personal development, and social responsibility.

Academic Communities are classes dedicated to helping students develop:

- Academic & social community

- A sense of engagement in their education
- The skills necessary for academic success
- An understanding of the culture of higher education
- Close relationships with University faculty and staff
- Critical and creative thinking skills

Academic Communities Courses

Academic Communities is a multi-program service based in University College and open to all first-year UNM students. Its four programs and their component courses are as follows:

1. Academic Foundations

This program prepares first-semester freshmen for college-level work by offering courses that support their mastery of the quantitative and critical thinking skills necessary for success in UNM classes. The two classes in this program are Foundational Math (FYEX 1010) and Critical Text Analysis (FYEX 1030).

Students' scores on the ACT Math and Reading exam, the SAT Critical Reading and Math exam, or the Lobo Course Placement (LCP) exam determine placement into Academic Foundations courses. Students are placed in Foundational Math if their ACT Math score is 16 or below, their SAT Math score is 429 or below, or their LCP score is 10; students are placed in Critical Text Analysis if their ACT Reading score is 17 or below, their SAT Critical Reading score is 429 or below, or their LCP score is 10. If students do not have any test scores, their "default" placement is into Academic Foundations.

2. Transition Communities

A Transition Community is a one-credit or three-credit seminar, offered under the FYEX 1110 rubric, that helps students excel in their first year at UNM by learning college success skills and building community. Up to 25 students enroll in each community-oriented seminar, where they learn how to better navigate the University and have a smoother transition to university life overall. The overarching goal of each Transition Community seminar is to excel in other core or academic courses while learning about majors, careers, and college success skills. As identified in the Transition Communities curriculum map (Appendix 2.08), the program's objectives are as follows:

A. Aid in the transition to college by providing learning environments (classrooms in which students are introduced to university support services and college success skills) for first-semester freshmen at UNM and creating opportunities for students to connect to community and campus resources.

B. Provide opportunities for interdisciplinary learning (integration of two or more academic disciplines) through diverse course offerings and the teaching of transferrable college success skills.

C. Facilitate experiential & communal learning opportunities through organizing events for first-year students and providing funding for meaningful classroom experience.

Transition Communities seminar topics differ somewhat from year to year. Fall 2022's seminar options included the following:

- Black Minds Matter
- Introduction to UNM (for international students)
- Introduction to UNM and Higher Education (for student athletes)
- Financial Capabilities
- Success Starts Here
- Academic Success
- Math Learning Strategies
- Fall Forward – Resilience Strategies

3. First-Year Learning Communities (FLC)

First-Year Learning Communities (FLCs) are designed to give students a rich, focused, and interdisciplinary learning experience in their first semester at UNM and offer an intellectually stimulating introduction to university life.

An FLC consists of two general education courses linked together in content and theme. What students learn in one course, they apply in the other (e.g., what students learn in an FLC Psychology class is what they talk about in the linked FLC Communication course in Public Speaking). Both courses in an FLC pair enroll the same 24 students and count for full credit, with every learning community earning at least six credit hours. Because FLC courses are built with general education classes, every FLC counts toward graduation, regardless of major

FLCs differ somewhat from year to year. Fall 2022's list included the following:

- "Ceramic Seduction," which paired ARTS 1310 (Intro to Ceramics) with ENGL 1110 (Composition I)

- "Street Knowledge: Exploring Hip-Hop Culture through Film," which paired FDMA 2110 (Introduction to Film Studies) with CCST 2110 (Intro to Chicana/Chicano Studies)

- "So, You Want to Work in Healthcare," which paired UNIV 201 (Topics in Career Exploration) with COMM 1130 Public Speaking. (See the syllabus for the fall 2022 version of this course in Appendix 2.09.)

Note that, as discussed above and in Criterion 4 (section 4C), the First-Year Learning Communities program will be on hiatus during the 2023-24 academic year.

4. Big Questions

Big Questions courses offer students an opportunity to explore the breadth and depth of unique topic areas, thus creating cross-disciplinary opportunities and breaking curricular boundaries for students. They are taught by UNM faculty who specialize in cutting-edge topic areas and are supported by other faculty or community professionals who look at the same issue through a different lens. These courses give students an opportunity to engage in inquiry and analysis and work with a variety of professionals to answer the world's biggest questions.

One faculty member will be the primary instructor of each Big Questions course. Up to four visiting faculty from other disciplines (or community professionals) will spend several weeks at a time with students to discuss the course topic through the lens of their fields. Students will develop research projects over the course of the semester to incorporate information learned from various participants. Research projects will be professionally presented at the end of the semester and can also be presented at future research events.

Big Questions courses differ from year to year. Recent offerings have included the following:

"Afrofuturism: The Black Superhero":

> *Throughout American history, iconic public images of specific groups of people have been used to shape public discourse, support racial stereotypes, and justify political disfranchisement, social ostracization, and economic exploitation. At times, these images were even used to excuse ritual violence against non-white groups in America. These things have been especially true of public images of Blackness used to depict African Americans. From 19th-century advertisements for American minstrel shows to 20th-century photos of lynchings and violence against Civil Rights protestors, to contemporary images of urban resistance used to characterize the Black Lives Matter Movement, the public image of Blackness has been a powerful factor in shaping American race relations. In this innovative multidisciplinary course, UNM professors Leon Howard (Law), Kathy Powers (Political Science), Nancy Lopez (Sociology), and Finnie Coleman (Africana Studies/English) collaborate to illuminate the role and function of these potent images at various points in African American cultural history*

"Digital Media Storytelling":

> *Digital Media Storytelling introduces students to digital storytelling and explores ways marketers can use digital stories to inform, educate, connect and engage audiences. The primary focus of this course will be on crafting compelling brand stories using Adobe Creative Cloud tools such as Premiere Pro and understanding how to share your stories on social media and other platforms to maximize reach. You will have the opportunity to explore both theory and practice of these topics through hands-on projects. This course is intended to give students insight into the skill sets needed for professions in marketing communications, branding and social media.*

"Financial Capabilities" (which has been offered regularly since 2014):

> *This 1-credit hour financial literacy seminar incorporates topical readings as well as class discussions and personal evaluation to address the topics of budgeting, loans, credit, interest, banking, and taxes.*

Note that, as discussed above, the Big Questions program will be on hiatus during the 2023-24 academic year.

Modes of Delivery

Prior to the Covid-19 pandemic, the default delivery mode for all courses offered by/through University College was 100% face-to-face. During the 2020-2021 academic year, when face-to-face teaching was not an option, courses were taught either via Zoom (remote synchronous), entirely online (remote asynchronous), or as a hybrid of these two modes.

Since UNM's return to on-campus operations in Fall 2021, most courses have returned to face-to-face, although a few remain either hybrid (face-to-face and remote) or fully online.

Details concerning the modes of the current (2022-2023) academic year's offerings follow:

Academic Communities courses

Academic Foundations
These courses, which target first-semester freshmen, are offered primarily face-to-face. Thus, for example, in Fall 2022, only one of the 8 sections of FYEX 1010 Foundational Math was offered online, as was only one of the 3 sections of FYEX 1030 Critical Text Analysis.

Transition Communities, First-Year Learning Communities, and Big Questions courses
These courses are offered only face-to-face.

Teaching & Learning: Assessment

Overview

The goals of assessment related to University College are fourfold:

1. To better understand students in transition to, back to, or within UNM's Main Campus. These students represent five categories:

   (a) recent high school graduates entering university for the first time;

   (b) students with associate's degrees (from UNM branch campuses, community colleges, or other institutions) who are transferring to UNM Main Campus in what will be their third year of collegiate studies;

   (c) students at UNM who are exploring different majors and wish to be supported in finding appropriate degrees;

   (d) students who, after a number of years away from college, are returning to (or coming for the first time to) UNM in order to complete a bachelor's degree; and

   (e) students at UNM who have earned many credit hours in multiple subjects—typically totaling more than the 120-credit minimum required for graduation but falling short in credits

in or more areas (e.g., major, upper-division courses, general education courses)—and who need some support in getting across the graduation "finish line."

2. To evaluate the efficacy of UC's Academic Communities courses (Foundational Math; Critical Text Analysis; First-Year Learning Communities; Transition Communities) in their own right as well as in terms of their contributions to the success of students in group 1(a) above.

3. To evaluate the College's ability to support students in their transition from one major to another at any point in their undergraduate education, a task that falls largely on the shoulders of the members of UCs' Advisement Center.[14] (Similarly, we need to evaluate our success in advising students—regardless of UNM college or major—regarding health professions, although we do not do so yet.)

Assessment Process: Data Sources & Collection Methods for Goal 1:

- Review "My Reports" enrollment data
- Review AC courses' syllabi to inventory events and experiential learning
- Conduct student surveys to measure student need, potential academic shortfalls, means of connection to resources, comfortability with AC learning environments, quality/impact of learning
- Review submission of individual and shared assignments
- Review PMT Engagement Logs
- Conduct focus groups with students

Goal 2: Programmatic Success

Objectives for Goal 2:

- Visibility on Campus: The AC program will improve its visibility on campus and in the higher education community.
- Expand Transitional Programming: The AC program will work toward expanding transitional learning opportunities to broader student audiences.
- Professional Development & Community Building: The AC Program will provide opportunities for staff and faculty to participate in professional development and community building events.

Assessment Process: Data Sources & Collection Methods for Goal 2:

- Provide written documentation for each standard met (i.e., copies of publications, screenshots

of webpages, copies of nomination forms, agendas, event flyers, supporting evidence, etc.)

Note: Separate assessment plans for specific components of the Academic Communities program (Transition Communities; First-Year Learning Communities) were written for the 2018-19 academic year, available as Appendices 3.04 and 3.05, respectively. However, because (a) these plans were developed using a now-obsolete template and, (b) more important, these components will be on hiatus during 2023-24 if not permanently discontinued, we have not discussed them here.

Assessment Reports. *Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.*

Academic Communities Report
The most recent assessment report for AC is the 2021-22 report

The report recommends a number of changes to the assessment process going forward, but none have been effected yet. (Other changes to the Academic Communities program generally, beyond its assessment components, are being made, and still others still need to be made, as discussed in Criteria 2, 4, and 10 of the present self-study.) Now that we have a new Academic Communities Director (and Dean) in place, are going through the APR process this year, and will be launching our post-APR strategic planning process in fall '23, we will be in position to develop initiatives and make changes.

Academic Communities
Incoming first-year students are recruited for Transition Communities (FYEX 1110) courses in several stages. At UNM's New Student Orientation, UC faculty and staff give presentations to students (and their parents). Then, at the subsequent Discover Fair event, UC has a table where students and parents can speak directly with Academic Foundations faculty and staff about the available courses. Faculty and staff also communicate regularly with advisors about the courses.

For the Academic Foundations classes, FYEX 1010 Foundational Math and FYEX 1030 Critical Text Analysis, no recruitment is necessary or undertaken. As described in Criterion 2, students are simply placed into these classes based upon their ACT, SAT, or Lobo Course Placement exam scores.

Academic Communities
As described above, students place into the Academic Foundations courses (Foundational Math; Critical Text Analysis) via placement tests.

Academic Communities faculty are involved in the process of developing and implementing these placement tests. Additionally, a "Critical Text Analysis Compatible Course List" is maintained – *and regularly updated* - by faculty and advisors. These are courses that may be taken in conjunction with CTA.

Students are placed into Transition Communities courses by either of two mechanisms: (a)

students may opt in or (b) placement as an admission or scholarship requirement, as is the case for some UNM student-athletes, international students, or students admitted to UNM through the College Assistance Migrant Program (CAMP).

Overview

The availability of data concerning University College students' enrollment, retention, and graduation trends varies widely from program to program. This in itself is an issue that we need to begin addressing now and resolve in the coming years.

As noted throughout the present self-study, UC comprises several programs, but only one of them—Liberal Arts & Integrative Studies (LAIS)—grants degrees. Consequently, we have student data from UNM's Office of Institutional Analytics (OIA) for only that one program, as OIA does not collect or analyze data for any **non**-degree-granting UNM program. Thus, student enrollment, retention, and graduation trends for Academic Communities (our largest program by far, serving roughly 4 times as many students as LAIS, and continuing to grow), ROTC, Global and National Security Studies, and Pre-Health Professions are not analyzed by OIA.

Fortunately, the Director of Academic Foundations and the Commanding Officers of the three ROTC units compile student data for their own programs, and so we provide/analyze their data here. We then offer brief discussions of the Global and National Security Studies and Pre-Health Professions data situations. Finally, we conclude section 4C with a presentation and analysis of the LAIS enrollment, retention, and graduation data, the only data sets provided by OIA.

1. Academic Communities

To date, the only student data tracked for our Academic Communities courses are **enrollment** data. These data are discussed below.

Overview/recap of Academic Communities offerings as relevant to the present section Academic Communities courses Foundational Math and Critical Text Analysis, our two Academic Foundations courses, are taken almost exclusively by first-year students, and primarily, although not exclusively, during the fall semester of their first year. First-Year Learning Communities and Transition Communities classes are open only to freshmen, with the former being offered only during the fall semester.

These courses have as their purposes preparing UNM's newest students for the college experience generally and for college-level mathematics and reading specifically. Further, enrollment in Foundational Math and in Critical Text Analysis is required for all students whose test scores are below certain levels. Enrollment in a Transition Communities class or a First-Year Learning Communities (FLC) class, by contrast, is optional.

The data presented below concern enrollment in the above courses during each semester from fall 2017 through fall 2022.[16] Note that, as part of New Mexico's statewide Common Course Numbering initiative, each of these classes underwent a change of rubric (from UNIV to FYEX) and course number in fall 2019, although their course descriptions and objectives remained unchanged. We also provide student enrollment data for a course titled Math Learning Strategies, which was offered as a pilot course during academic years 2018-19 (as UNIV 104) and 2019-20 (as FYEX 1020). The course, which was intended to serve as a follow-up to Foundational Math, was discontinued after 2019-20 due to insufficient student interest.

Foundational Math (UNIV 103/FYEX 1010)
Enrollment in Foundational Math has exploded over the last three years.

As seen on the chart below,
- the total number of students taking this course leapt from a low of 212 in Academic Year 2019-20 to a high of 813 in 2021-22; more specifically,
- enrollments doubled from AY 2019-20 (212 students) to AY 2020-21 (425)
- and then nearly doubled again from AY 2020-21 (425) to AY 2021-22 (813)

Perhaps even more remarkable, the enrollment for the **fall 2022 semester alone** was 970—a greater number than that of the entire 2021-22 academic year.[17]

	AY17-18	**AY18-19**[18]	**AY19-20**	**AY20-21**	**AY21-22**		**Fall 22 only**
Foundational Math	UNIV 103	UNIV 103	FYEX 1010	FYEX 1010	FYEX 1010		FYEX 1010
# of sections	21	13	9	21	26		25
total student enrollment	**434**	**233**	**212**	**425**	**813**		**970**
avg enrollment/section	21	18	24	20	31		39

What the above chart also shows is that despite this exponential growth in student enrollment, the **number of sections offered has stagnated**, leading to much larger class sizes.

The average enrollment per section was a manageable 18 in AY 2018-19 but a distinctly unmanageable 31 in the most recently completed academic year, and an even more unacceptable—for both students and instructors—39 in fall '22. (Prior to fall 2020, this class's enrollment was capped at 24. It has since been raised to 40 in order to accommodate the enrollment explosion—but this is not ideal.)

While we are proud that we found ways to meet the growth in our Foundational Math enrollments during fall of 2022, if our instructor numbers are not increased—through permanent Lecturer hires as well as additional part-time instructor hires—this situation will be unsustainable.

Critical Text Analysis
This course, too, has experienced remarkable growth since AY 2017-18, and like Foundational Math, has experienced the most pronounced growth in the last two years. Academic Year 2017-18's total enrollment in Critical Text Analysis was 245 students. After a significant drop two

[17] As of this writing (early February 2023), there are **172** students enrolled across the seven available spring 2023 sections of Foundational Math. As shown in Appendix 4.06, between 2018 and 2022, the total spring-semester enrollment for this course **never exceeded 87**. We daresay, then, that the fall '22 enrollment situation was not unique.
[18] The severe enrollment drops in AY 2018-19 and 2019-20—and the corresponding decreases in the

numbers of sections offered—can be attributed in large part, if not entirely, to the creation of the now-defunct Math Learning Strategies class (UNIV 104/FYEX 1020), which cannibalized Foundational Math:

	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22		Fall 22
Math Learning Strategies	-	UNIV 104	FYEX 1020	-	-		-
# of sections	-	2	7	-	-		-
total student enrollment	**-**	**4**	**95**	-	-		-
avg enrollment/section	-	2	14	-	-		-

This means that enrollments for the last full academic year were nearly twice the level of 2017-18. And the enrollment number—456 students—in **fall '22 alone** was greater than that of the entire 2020-21 academic year (319 students).[19] See chart below:

	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22		Fall 22 only
Critical Text Analysis	UNIV 106	UNIV 106	FYEX 1030	FYEX 1030	FYEX 1030		FYEX 1030
# of sections	10	11	7	12	16		16
total student enrollment	**245**	**239**	**114**	**319**	**450**		**456**
avg enrollment/section	25	22	16	27	28		29

Unlike the case with Foundational Math, the average enrollment-per-section for Critical Text Analysis during the current academic year remains manageable, at 22, the same figure as four years ago. However, the enrollment-per-section averages during both 2020-21 and 2021-22 were higher than optimal, despite increasing the number of sections offered. This was the case because, as with Foundational Math, the CTA enrollment cap was raised to 40 beginning in fall 2020, as noted above.

Some additional information about the above two courses

Prior to fall 2021, virtually all students in FM and CTA course sections were there because they were required to be, on the basis of their placement-test results. However, since the launch of Lobo Course Placement (LCP) in fall 2021, students have had the option to self-place into these classes, per LCP's advice to "be kind to your future self." This has clearly been a contributing factor to these courses' enrollment increases. (Students also have more opportunities to "step back" if they start in a class that's too difficult.

However, there are other factors that we believe are also contributing:

- Increased UNM enrollment due to lottery opportunity scholarship.
- Economic trends: Per former UC Dean Kate Krause, economic factors are the best predictors of enrollment in developmental classes.
- Covid-19: Students impact receiving minimal instructions for the last years of high school via Zoom.

Transition Communities (First-Year Seminars)

Unlike Foundational Math and Critical Text Analysis, which is required of incoming freshmen who test into them, Transition Communities (TC) courses are optional. Despite this, however,

[19] As of this writing (early Feb. 2023), the enrollment across the three spring '23 sections of this course totals **73**, bringing the 2022-23 academic year-to-date figure to 428, just slightly below the fall '21 + spring '22 total (450). This brings the total number of sections offered to date in the current academic year (fall '22 + spring '23) to 25; thus, average enrollment/section for the current year to date is 33.

student enrollment in the TC courses is comparable to those courses, and in some years has been even higher, as seen in the chart below:

	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22		Fall 22 only
Transition Communities	UNIV 101	UNIV 101	FYEX 1110	FYEX 1110	FYEX 1110		FYEX 1110
# of sections	12	18	34	26	15		20
total student enrollment	**202**	**290**	**567**	**487**	**276**		**350**
avg enrollment/section	17	16	17	19	18		18

However, we have not seen a consistent enrollment pattern for Transition Communities courses. Numbers nearly doubled from 2018-19 to 2019-20, then dropped slightly the following year and precipitously the year after that (2021-22). However, enrollment in fall '22 alone was 26% higher (347) than in the entire 2021-22 academic year (276).

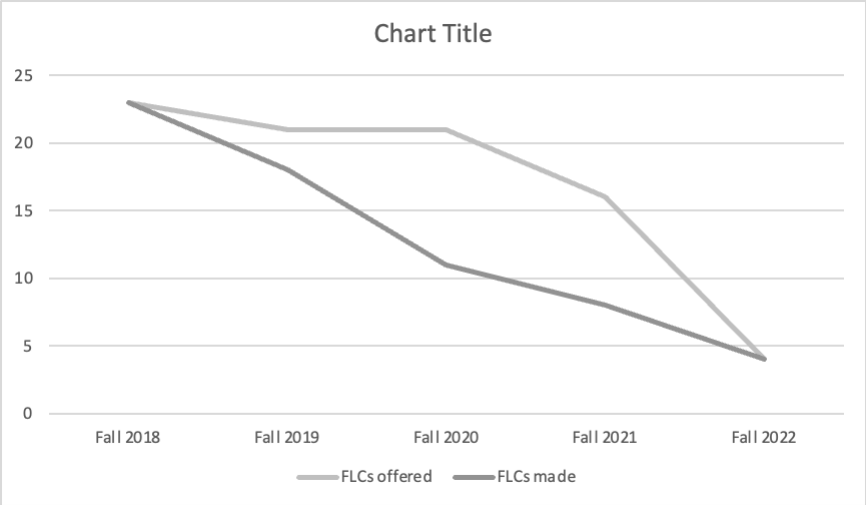
We believe that the relatively un-patterned nature of these courses' enrollment curve reflects the fact that the seminar topics offered under FYEX 1110 vary considerably from year to year, whereas the topics covered in Foundational Math and Critical Text Analysis do not vary. (Of note: the most popular, in order, are "Introduction to UNM & Higher Education," "Success Starts Here," "Math Learning Strategies," "So, You Want to Be In Healthcare?" and "So, You Want to Be in Design?"

First-Year Learning Communities (FLC): a special case

The FLC program, in which first-semester freshmen take two courses, offered by different departments, back-to-back, has been a mainstay of UC/Academic Communities, and regularly promoted by UC at New Student Orientations, for many years. Indeed, during just about every fall semester up to and including fall 2020, we offered 20 or more such course pairs.

However, several years ago, Director of Academic Communities Cash Clifton started noticing a change in student attitudes toward FLC classes, expressing concern that they were something "extra," and something burdensome, rather than simply serving as regular components of their first semester schedule." Indeed, as shown on the chart and graph below, in 2019, FLC enrollment began dropping precipitously. This drop necessitated the cancelling of course sections, as seen each year from 2019 through 2021—and, in 2022, the decision to schedule only 4 sections to begin with:

Semester	# of FLCs offered	# of FLCs that made	Estimated enrollment
Fall 2018	23	23	450
Fall 2019	21	18	400
Fall 2020	21	11	250
Fall 2021	16	8	200
Fall 2022	4	4	100



It is important to note that this decline in FLC enrollment coincided with increased Foundational Math and Critical Text Analysis enrollment. (While we cannot necessarily assume causation, we believe it is fair to say Academic Foundations and FLC have an inverse enrollment relationship.[20]) Because of this severe drop in FLC enrollment and the concurrent boom in Foundational Math and Critical Text Analysis enrollments, UC has decided to hiatus the FLC program for the 2022-23 academic year and, as part of our strategic planning process, explore ways to revise the program before resuming it.

Combined Academic Communities enrollments

The chart on the next page provides combined totals for Academic Communities. It also provides year-on-year percentage changes as well as percentage changes for each year vs. AY 2017-18.[21] All substantive increases are indicated by yellow highlighting.

As shown on the chart, total Academic Communities course enrollments increased from AY 2018-19 to AY 2021-22 **by 43%--that is, from 1,216 students to 1,739**.[22] Further, the total enrollment in the Fall '22 semester alone was 1,876, a figure larger than that of the entire 2021-22 academic year (1,739). Also, as shown on the chart, the Fall '22 semester total was **a whopping 79% higher than the Fall 2019 total**.

However, while student enrollments boomed during this period, the number of course sections offered to serve this burgeoning population actually **decreased**: from 67 sections in 2018-19 to 65 sections in 2021-22.

---

[20] Note: The number of sections does not reflect this inverse relationship due to the variability of FM and CTA enrollment caps beginning in fall 2020.

[21] With the exception of FLC courses, for which we have data beginning in fall '18 (AY 2018-19) only.

[22] Since FLC courses were offered in 2017-18 but their enrollment data is unavailable, **total** Academic Communities enrollment percentage changes vs. 2017-18 cannot be calculated. However, if FLC enrollments are removed from the calculations, total AC student enrollment in 2021-22 increased **75%** over that of 2017-18.

Consequently, the average enrollment per section has risen steeply, from 18 to 27, **an increase of 50%.** As we noted earlier in this section and elsewhere in the present self-study, this is not sustainable; we desperately need to increase our instructor numbers so that we can offer higher numbers of course sections.

COMBINED TOTALS	17-18	18-19	19-20	20-21	21-22		F '22 only
# of sections	n/a	67	75	70	65		65
avg enrollment/section	n/a	18	19	21	27		29
total student enrollment	n/a	**1,216**	**1,388**	**1,481**	**1,739**		**1,876**
% change vs. prior year	n/a	n/a	**14%**	**7%**	**17%**		**18%**[23]
% change vs. 2018-19[24]	n/a	n/a	**14%**	**22%**	**43%**		**79%**[25]

Academic Communities: a concluding note

While the enrollment data discussed above are important and certainly encouraging, we now need to know if students who take our Academic Communities courses **stay** at UNM (retention) or **complete degrees** at UNM (graduation)—and how their retention and graduation rates compare to those of students who come to UNM as freshmen but do not take Academic Communities courses. We plan to work with OIA over the coming years to figure out ways to track these students, which will allow us to generate this crucially needed data.

The vast majority of the students who take our Academic Communities classes go on to major in every other discipline/college on the UNM campus. (Yes, some of them—but only some— may stay in UC as LAIS majors.) Thus, "retention" and "graduation" as applied to Academic Communities students, if they were to be ever be measured, would refer to staying at, and graduating from, UNM—but not from UC (or AC).

Academic Foundations Student Support

Peer Mentor Tutors (PMTs), funded by UNM's College Enrichment Program (CEP) participate in many Foundational Math and Critical Text Analysis classes. They hold office hours outside of class for students. Foundational Math students are required to attend at least 2 sessions with a PMT outside of class.

We have found that pass rates are consistently about 2% higher in semesters when PMTs are available. Additionally, when comparing ALEKS data with PMT sign-in sheets, we found that students who progress the slowest in ALEKS work the most with PMTs and have the highest pass rates.

Academic Foundations

Research has consistently shown that students (nationwide) who take Foundational Math perform better in subsequent math courses than students who test directly into a higher level of math. However, we do not currently have mechanisms in place that could confirm UNM students' success on this measure.

Academic Communities Faculty

Overview

University College serves as the primary home for only two continuing academic faculty members and the military officers overseeing and teaching in the ROTC branches, who are issued Letters of Academic Title (LATs) by UNM. All other continuing faculty members have as their homes the departments in which they were hired and subsequently earned tenure. (As will be discussed in the next section, the majority of UC faculty are temporary part-time instructors.)

Mr. Cash Clifton, MA, the Director of Academic Communities. Mr. Clifton's faculty rank is Lecturer II, which reflects the fact that his highest earned degree is at the master's level. As Mr. Clifton teaches exclusively undergraduate classes, his rank is appropriate to his position.[30]

Other instructors: term, part-time, and staff

UC also employs two Term Teaching Faculty, a large cadre of Part-Time Instructors (PTIs), and staff from the University College Advising Center to teach the college's courses. The Term Teachers have year-long contracts and additional university benefits, while the PTIs have semester-long contracts and fewer benefits. The staff instructors balance their teaching duties with a reduction in their advising loads. (More details are provided in item 4D: Advisement Practices).

A large number of PTIs is required to handle the sizable and growing enrollments in the Academic Communities courses. Two new UC-dedicated Lecturers are being hired to partially address the high enrollment demand. If enrollment at UNM remains at or near its current level, we will need even more lecturers to avoid becoming overly reliant on contingent faculty again.

The Global and National Security Studies Program employed three non-continuing faculty in the past five years.

Non-continuing faculty in UC hold an appropriate degree in a relevant field, as noted below.

Term Teaching Faculty

- Breanna Griego-Schmitt (PhD)
- Artemio Zavala (MSE, Civil Engineering)

Part-Time Instructors in the Academic Communities Program

- Ana Lombard (MPA)
- Andrew Yazzie (BA)
- Angel Poling (MA, Applied Math)
- Betty (Phung) Tran (MS, currently in a PhD program)
- Brandi Stone (PhD)
- Brian Vineyard (MPA)
- Carol Fisher (BA)
- Christy Baca (MA, Education)
- Corine Gonzales (MPA)

- Claire Wood (MBA, BS, Physics)
- Jake Greenberg (PhD, Chemistry)
- Jeremiah Vazquez (MA, Counselor Education)
- Jessica Esquibel (MA, Education)
- José Villar (BBA)
- Joseph DeBonis (MA, Education)
- Justin Decker (MA, in Ed/Math; MBA)
- Lisa Montoya (MA, Org/Info/Learning sciences)
- Marlene Sanchez (MA, Educational Leadership and Organizational Learning)
- Nicole Kesel (MA, Art)
- Rowena Galavitz (MA, Comparative Literature & Religious Studies; MA, European Studies)
- Sarah Nezzer (MPA)
- Shannon Saavedra (MA, Organizational Learning and Instructional Technology)
- Ryan Swanson (PhD, History)
- Therese Baca-Radler (PhD, Language, Literacy, and Sociocultural Studies)

- FYEX 1010 Foundational Math: Target ratio is 1:25. However, due to enrollment increases and challenges finding qualified faculty, the actual ration was 1:40 in fall 2020, fall 2021, and fall 2022.

- FYEX 1030 Critical Text Analysis: Target ratio is 1:30. However, due to enrollment increases and challenges finding qualified faculty, the actual ratio was 1:40 in both fall 2020 and fall 2021. In fall 2022, the average ratio across the 16 sections offered was 1:22.

- FYEX 1110 Transition Communities: Target ratio varies between 1:20 and 1:30 depending on the specific course section. In fall 2022, the average ratio across the 22 sections offered was 1:15.

Temporary Faculty

Even with no expectation or requirement for scholarly publication or creative work, the following part-time instructors have contributed these notable scholarly publications:

Phung (Betty) Tran: Co-author, "Vertex-Minimal Planar Graphs with Cyclic 2-Group Symmetry," *Journal of Algebraic Combinatorics* (2020).

Jake Greenberg: Lorraine Deck, **Jacob A. Greenberg**, Lisa J. Whalen, David L.Vander Jagt, Robert E. Royer. "Synthesis of Naphthoic Acids as Potential Anticancer Agents." *Synlett*. 2019. Vol. 30, Issue 1, pp. 104-108.

Rowena Galavitz: "Convento espiritual de Hipólita de Jesús, un texto simbólico, un espacio dinámico," *Reforma católica y disidencia, Diego Pérez de Valdivia y sor Hipólita de Jesús y Rocabertí en Barcelona* (1578-1624), Editorial Academia del Hispanismo, Vigo, 2020.

Academic Communities

Cash Clifton, Director of Academic Communities, collaborates with several UNM units outside of University College and, at times, with organizations beyond the University. These partnerships focus on promoting student success among students new to university study, as with the First-Year Learning Communities, which connects several departments with Academic Communities to offer courses specifically supporting first-year students.

These partnerships include the following:

- Lobo Course Placement (LCP), a collaboration with UNM's Office of Advising Strategies, Academic Affairs, IT, English, and Math departments. LCP also involves collaboration with UNM's Valencia branch campus.

- Math Parachute, collaboration with the Mathematics departments at both UNM's main campus (Albuquerque) and the Taos branch campus.

- First-Year Learning Communities, which involves collaboration with the Communication & Journalism, English, Art, Chicano/Chicana Studies, and Film departments.

- Big Questions, which involve collaboration with UNM's English department and the Anderson School of Management.

- Transition Communities, which involve collaboration with the School of Architecture & Planning, Honors College, American Indian Student Services, Global Education Office (GEO), College Assistance Migrant Program (CAMP), African American Student Services, and the Athletics department.

- New Student Orientation (NSO)

Cross-Cohort

FALL 2021 SEP AIMS PROGRESS REPORT

Prepared by the College Transition Collaborative

July 13, 2022

Introduction

The Student Experience Project (SEP) is a collaborative of university leaders, instructors, researchers and national education and improvement organizations who are committed to innovative, evidence-based practices that improve student academic outcomes by transforming the college student experience and creating equitable learning environments.

Focusing initially on the experiences of students in gateway Science, Technology, Engineering, and Math (STEM), the SEP draws on more than a decade of research in social psychology, education, and brain science demonstrating that learning environments that help students feel competent, valued, and connected to others can increase a student's likelihood of persevering through academic challenges. Through an iterative continuous improvement process, the SEP is developing replicable models for transforming learning environments across departments and campuses so that more students can earn their degrees.

Table of Contents

About This Report

During the Fall of 2021, instructors participating in the SEP Core Collaborative worked with colleagues, student success leaders, and social psychologists to pilot psychologically-informed messaging and teaching practices designed to enhance student equity, belonging, and growth in their courses. With support and guidance from the SEP network, SEP instructors:

- Participated in professional development workshops focusing on practices to communicate a growth mindset about intelligence, promote student social belonging and identity safety, and create an inclusive classroom environment
- Revised course syllabi to include messaging and language proven to increase sense of belonging and convey a growth mindset about student abilities
- Utilized the SEP Practices Library to implement psychologically attuned practices that have been found to positively affect students' well-being, levels of engagement, and academic outcomes
- Received regular reports on student experiences via the Copilot-Ascend survey program, which allowed them to track their progress and identify new opportunities for improvement throughout the term
- Engaged in communities of practice to share Copilot-Ascend results with faculty, reflect on lessons learned from testing practices, and contribute to the body of knowledge on campus on equity and the student experience

The information presented in this report summarizes the learning from Copilot-Ascend student surveys and institutional outcome data from the Fall 2021 term across the cohort, and provides insight into the impact of changes made by SEP instructors on students' experiences and academic outcomes.

In this report, student experience is assessed using the **Student Experience Index** (SEI). The SEI is a global metric currently being developed by the SEP to evaluate students' experience of their learning environment across five social-psychological constructs: Social Belonging, Institutional Growth Mindset, Identity Safety, Trust and Fairness, and Self-Efficacy. To be considered in the SEI "target range", students must report positive experiences[1] in four out of five constructs.

Student outcomes are assessed using DFW rates, AB rates, and retention in the STEM pipeline. For the purposes of this report, students who graduate at the end of a term, or who enroll in any STEM class in the term following data collection are considered to have been retained in the STEM pipeline.

Throughout the report, results are presented in figures and tables that provide statistics detailing differences in Student Experience Index score and academic outcomes by demographic group membership and, where relevant, field of study (e.g., STEM vs. Non-STEM).

1. A positive experience is defined as having an index composite score of 5 or higher on a 6 point scale for at least four of the five constructs in the index. Construct scores are taken by averaging the scores of all survey items for each construct.

Sample Description

The Student Participation table below provides information about the number of students who participated in Copilot-Ascend student surveys across the cohort, in this term. If a student was enrolled in more than one SEP participating course in a particular term, they are counted once for each course.

Student Participation

	STEM Status			SEP Engagement Status	
Total	STEM	Non-STEM	Gateway STEM	Full	Partial
12,524	9,609	2,915	6,893	7,444	5,080

Overview of Statistical Analyses

Copilot-Ascend survey responses and institutional outcome data were analyzed using standard statistical tests. Unless otherwise stated, when Copilot-Ascend survey values were missing (i.e., student did not complete a survey for that cycle period), standard multiple imputation techniques were used to infer missing values for the Student Experience constructs and index based on existing responses and demographic variables. The analysis omits cases with missing student demographic information, and the analysis of academic outcomes omits cases missing values for the outcome variables. When interpreting results, please keep participation rates, which can be found in the Copilot-Ascend Participation and Attrition section of this report, in mind, as low participation rates increase the amount of imputed data in the analysis. Throughout the report, significant differences between demographic subgroups (i.e., $p < .05$) are indicated by asterisks in the charts.[2]

Detailed results are presented in the tables below the charts. The tables typically include the number of students in a subgroup who attained the outcome of interest (*n1*) and the number who didn't attain the outcome (*n2*); the percentage (*pct (n1)*) of students in the subgroup who attained the outcome (e.g., women in the SEI target range as a percentage of all women); the difference (*diff*) between the two subgroups (e.g., the percentage of women in the SEI target range minus the percentage of men in the SEI target range); and test statistics for the difference in means (standard error (*se*), value of the test statistic (*t-value*) and the *p-value*).

Note: Tests of significant differences between subgroups were only conducted if both subgroups have ≧ 25 cases, and when testing differences in proportions, all cells (*n1* and *n2* for both subgroups) contained at least 5 cases. If either condition was not met, the bar for the group that did not meet the condition appears in grey in the charts and table cells for the test statistics are left blank.

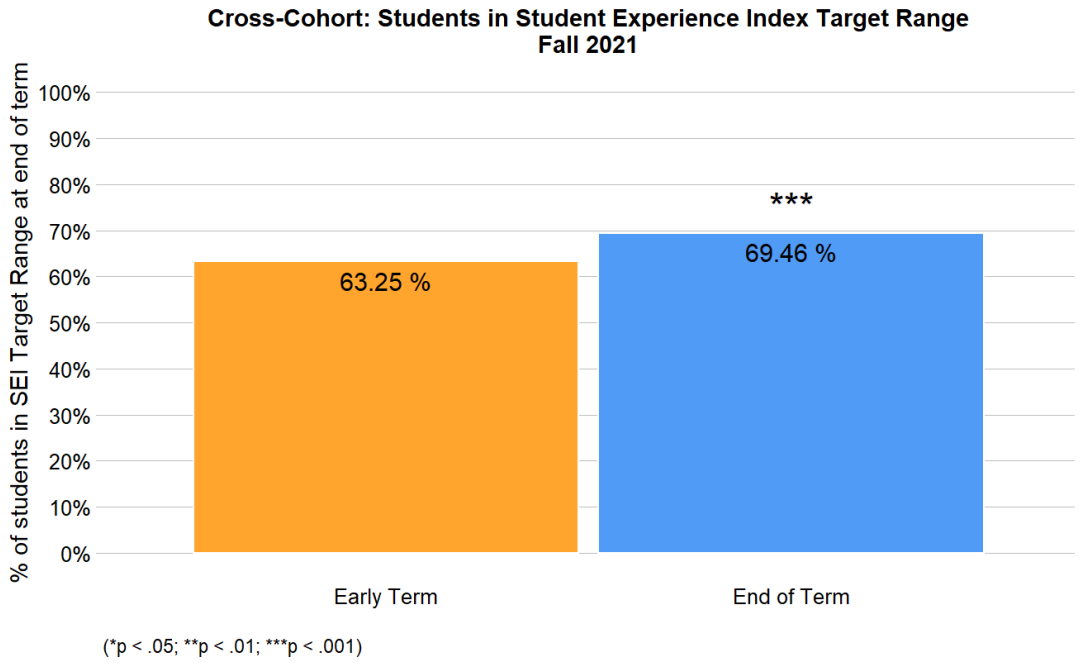
2. p<.05 *; p<.01 **; p<.001 ***

1. SEP AIM Progress: Student Experiences

A primary aim of the SEP is to increase the percent of students in gateway STEM courses reached by SEP change ideas who are in the SEI target range to 85%, with 0% disparity scores between students from structurally advantaged and disadvantaged race backgrounds, low and high financial stress students, and men and women/non-binary gender groups. In this section of the report, we provide insights into progress toward this aim during the Fall 2021 term. Where relevant, we also present results for STEM courses overall (e.g., gateway and upper division courses), as well as Non-STEM courses.

1. Overview of SEI gains during Fall 2021 term

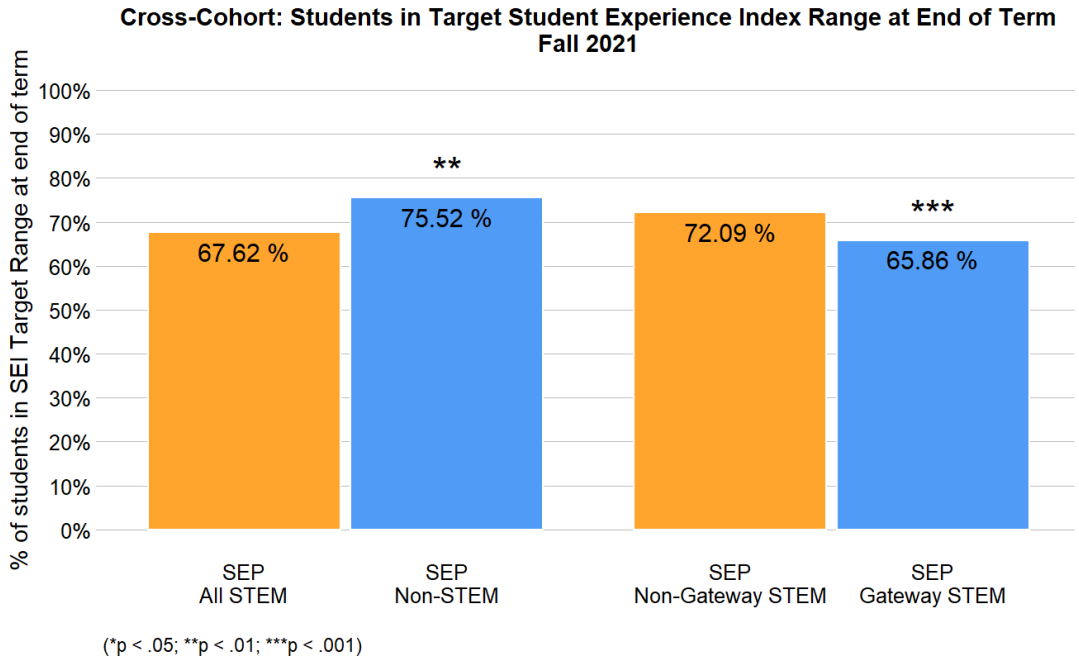
Chart 1.1.1 compares the % of students who were in the SEI Target Range in the first week of the course vs. at the point of midterms or later in the course, for all courses participating in the SEP (STEM and Non-STEM) .



	n1	n2	pct (n1)	diff	se	t-score	p-value
Early Term	7,922	4,602	63.25%				
End of Term	8,699	3,825	69.46%	6.21	0.60	10.36	0.0000

2. How does the percent of students who are in the SEI target range at the end of the course vary by field of study (STEM vs. Non-STEM) and STEM gateway status?

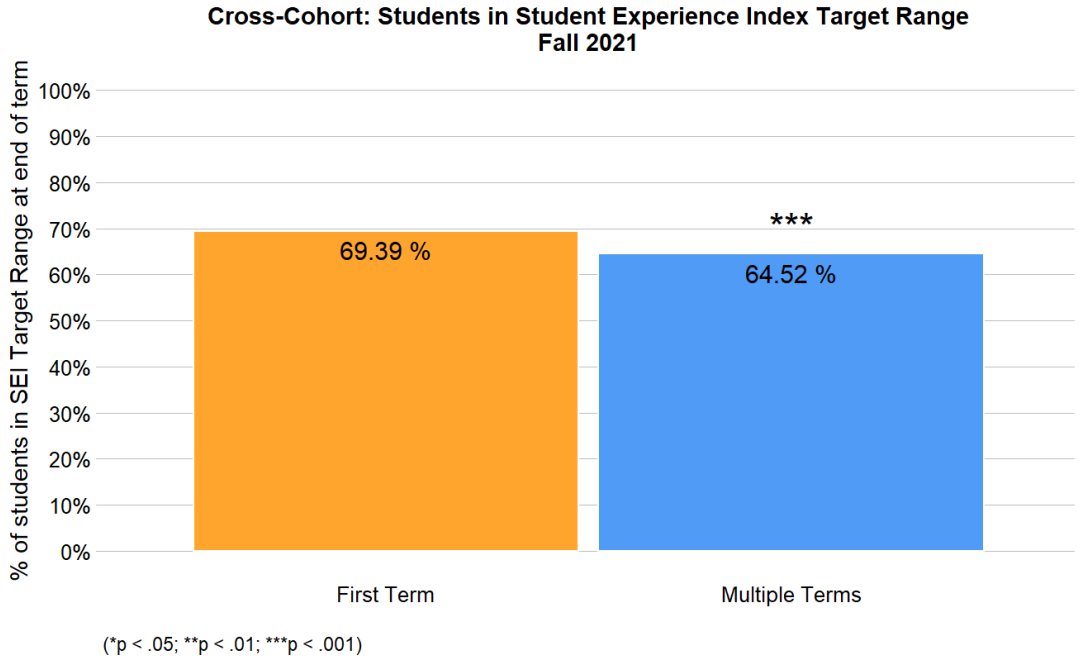
Chart 1.2.1 shows the percentage of students in the target SEI range at the end of the Fall 2021 term, by field of study and STEM gateway status.



	n1	n2	pct (n1)	diff	se	t-score	p-value
SEP All STEM	6,498	3,111	67.62%				
SEP Non-STEM	2,202	713	75.52%	7.90	1.35	5.85	0.0033
SEP Non-Gateway STEM	1,958	758	72.09%				
SEP Gateway STEM	4,540	2,353	65.86%	−6.23	1.20	5.20	0.0000

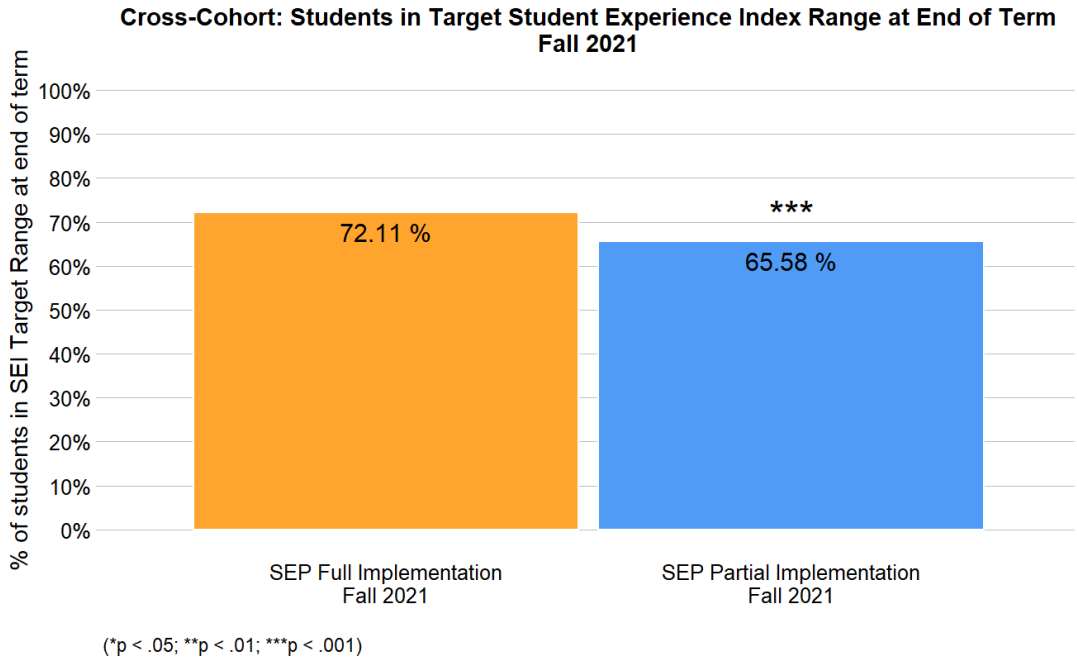
3. How does the percent of students who are in the SEI target range at the end of the course vary by terms of instructor participation and level of engagement in the SEP?

Chart 1.3.1 shows the percentage of students in the target SEI range at the end of the Fall 2021 term, comparing courses taught by instructors in their first term of SEP engagement to those taught by instructors who have participated in the SEP for multiple terms.



	n1	n2	pct (n1)	diff	se	t-score	p-value
First Term	10,542	4,650	69.39%				
Multiple Terms	14,440	7,940	64.52%	−4.87	0.61	8.01	0.0000

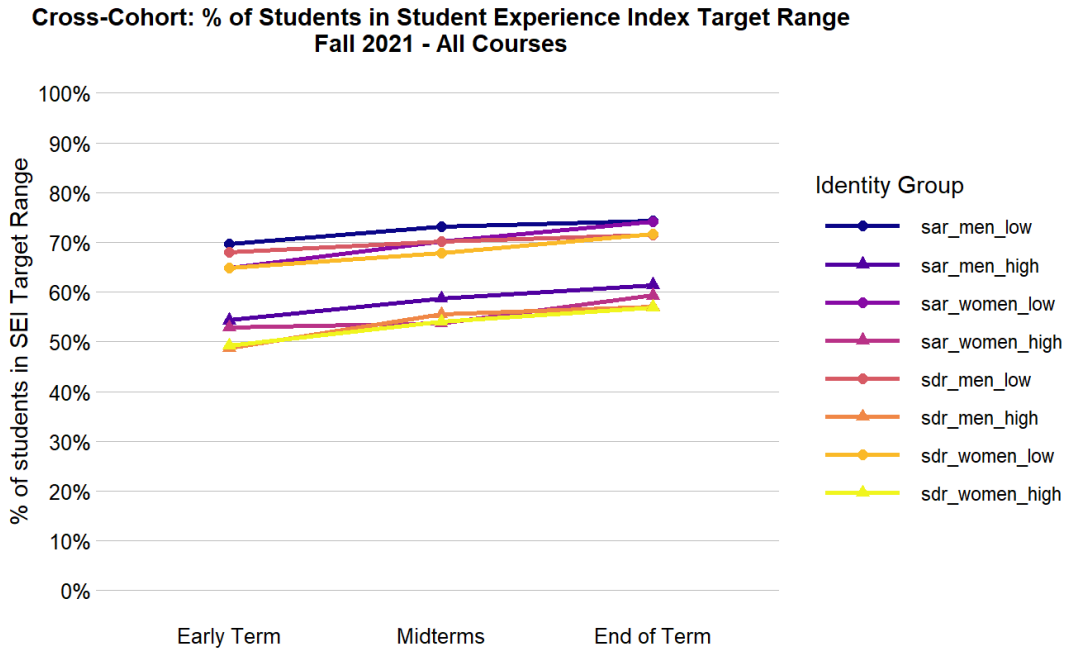
Chart 1.3.2 shows the percentage of students in the target SEI range at the end of the Fall 2021 term, by level of engagement in the SEP. All instructors represented in this report participated in campus CoP meetings and participated in Ascend. In this report, instructors are designated as “full implementation” participants if they also participated in at least one SEP provided professional development module at some point during the project. Instructors who did not participate in any SEP provided professional development workshops or modules are considered “partial implementation” participants.



	n1	n2	pct (n1)	diff	se	t-score	p-value
SEP Full Implementation Fall 2021	5,368	2,076	72.11%				
SEP Partial Implementation Fall 2021	3,332	1,748	65.58%	−6.52	0.84	7.78	0.0000

4. How did the percent of students in the target SEI range change from beginning of the term to the end of the term for students in different demographic groups?

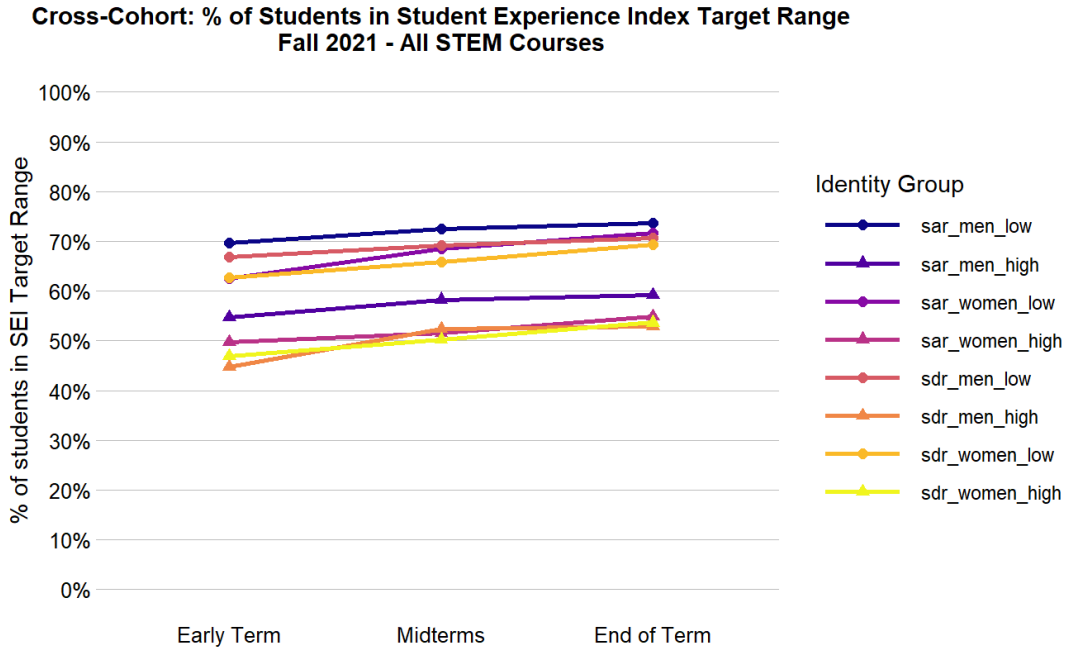
Chart 1.4.1 shows SEI target range movement over the course of the term for students in **all SEP participating courses**, by intersectional demographic group membership.



	Early Term					End of Term				
	n1	n2	pct (n1)	se	p-value	n1	n2	pct (n1)	se	p-value
Overall										
Overall	7,922	4,602	63.25%			8,699	3,825	69.46%		
Struct. Disadv. Race - Low Fin. Stress										
Man	670	315	67.97%			704	281	71.42%		
Woman	844	458	64.82%	2.40	0.2166	933	369	71.66%	1.91	0.9008
Struct. Disadv. Race - High Fin. Stress										
Man	181	190	48.79%			212	159	57.01%		
Woman	344	356	49.21%	3.26	0.8957	398	302	56.93%	3.42	0.9815
Struct. Adv. Race - Low Fin. Stress										
Man	2,342	1,022	69.62%			2,500	864	74.30%		

	Early Term					End of Term				
	n1	n2	pct (n1)	se	p-value	n1	n2	pct (n1)	se	p-value
Woman	1,828	993	64.82%	1.24	0.0001	2,090	731	74.09%	1.12	0.8482
Struct Adv. Race - High Fin. Stress										
Man	376	317	54.33%			426	267	61.40%		
Woman	414	370	52.87%	3.20	0.6599	465	319	59.31%	3.23	0.5382

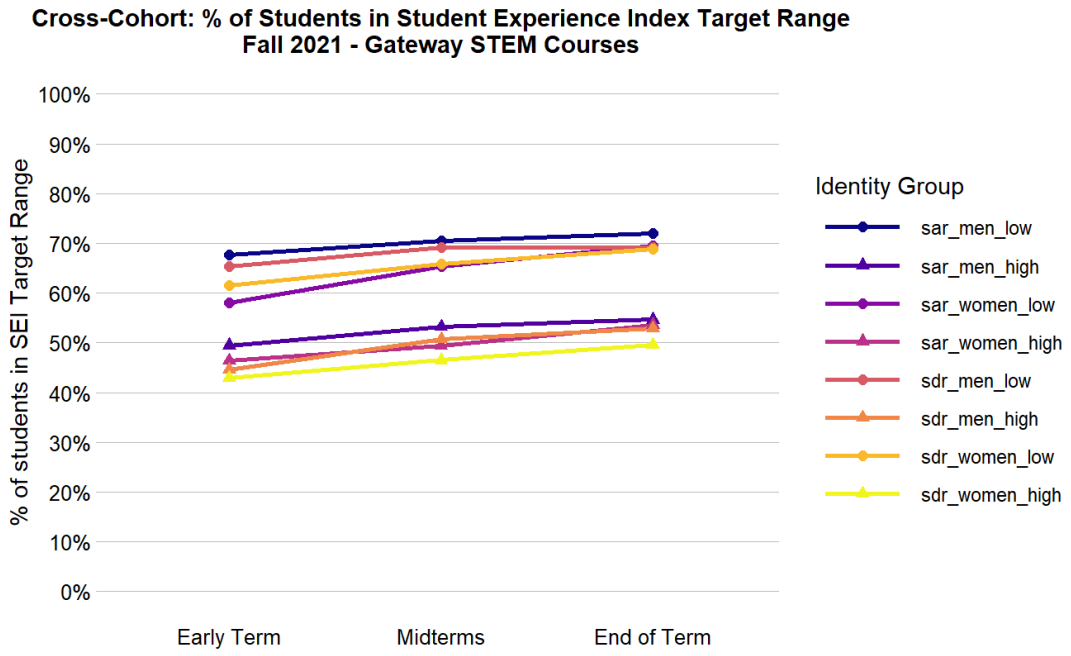
Chart 1.4.2 shows SEI target range movement over the course of the term for students in **SEP STEM courses**, by intersectional demographic group membership.



	Early Term					End of Term				
	n1	n2	pct (n1)	se	p-value	n1	n2	pct (n1)	se	p-value
Overall										
Overall	5,974	3,635	62.17%			6,498	3,111	67.62%		
Struct. Disadv. Race - Low Fin. Stress										
Man	525	260	66.88%			554	231	70.64%		
Woman	592	352	62.76%	2.57	0.1204	654	290	69.28%	2.47	0.5882

	Early Term					End of Term				
	n1	n2	pct (n1)	se	p-value	n1	n2	pct (n1)	se	p-value
Struct. Disadv. Race - High Fin. Stress										
Man	124	153	44.77%			146	131	52.89%		
Woman	244	276	46.92%	4.02	0.5937	279	241	53.65%	3.81	0.8407
Struct. Adv. Race - Low Fin. Stress										
Man	1,926	839	69.66%			2,039	726	73.74%		
Woman	1,224	736	62.45%	1.40	0.0000	1,405	555	71.68%	1.32	0.1175
Struct Adv. Race - High Fin. Stress										
Man	298	247	54.68%			322	223	59.17%		
Woman	290	293	49.74%	3.11	0.1143	320	263	54.89%	4.35	0.3883

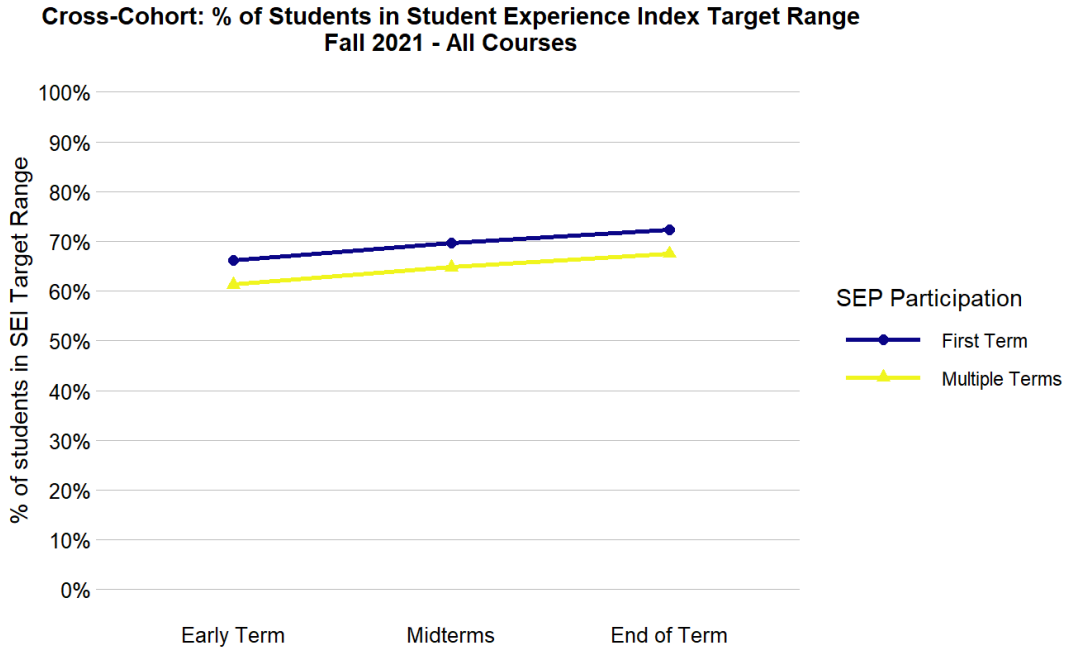
Chart 1.4.3 shows SEI target range movement over the course of the term for students in **SEP gateway STEM courses**, by intersectional demographic group membership.



	Early Term					End of Term				
	n1	n2	pct (n1)	se	p-value	n1	n2	pct (n1)	se	p-value
Overall										
Overall	4,126	2,767	59.86%			4,540	2,353	65.86%		
Struct. Disadv. Race - Low Fin. Stress										
Man	436	230	65.39%			460	206	69.14%		
Woman	420	263	61.49%	2.86	0.1816	470	213	68.89%	2.57	0.9204
Struct. Disadv. Race - High Fin. Stress										
Man	94	117	44.55%			112	99	52.84%		
Woman	154	205	42.90%	4.33	0.7025	178	181	49.58%	5.12	0.5359
Struct. Adv. Race - Low Fin. Stress										
Man	1,380	659	67.70%			1,468	571	72.00%		
Woman	712	514	58.08%	1.98	0.0001	852	374	69.54%	1.79	0.1771
Struct Adv. Race - High Fin. Stress										
Man	186	190	49.47%			206	170	54.65%		
Woman	167	193	46.39%	3.72	0.4073	193	167	53.61%	4.83	0.8367

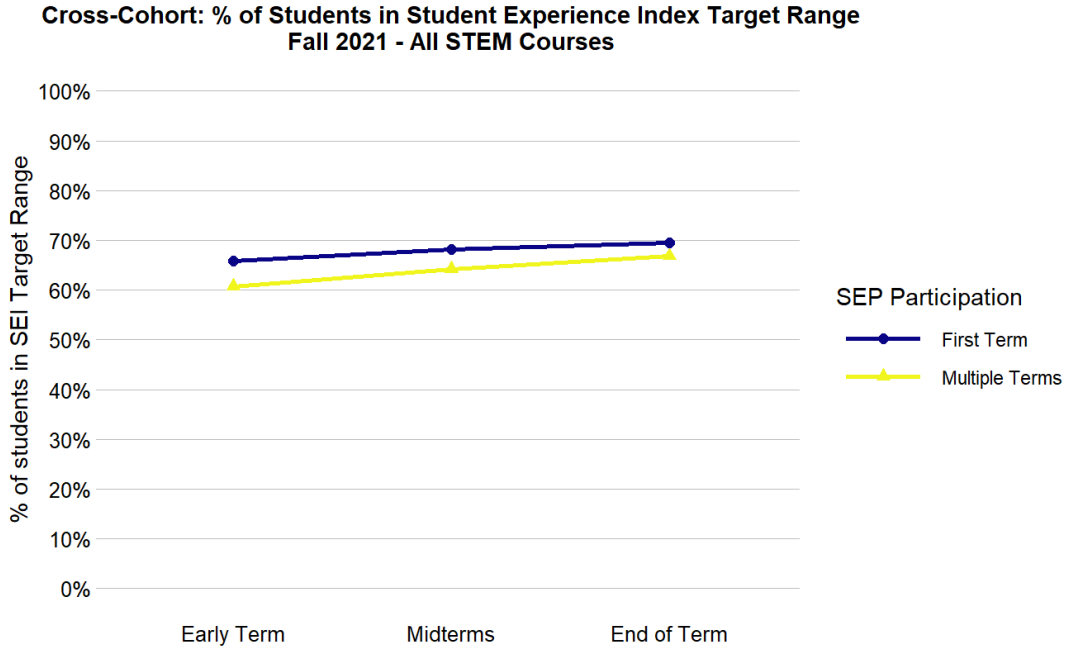
5. How did the percent of students in the target SEI range change from beginning of the term to the end of the term by terms of instructor participation in the SEP?

Chart 1.5.1 shows SEI target range movement over the course of the term for students in **all SEP participating courses**, comparing courses taught by instructors in their first term of SEP engagement to those taught by instructors who have participated in the SEP for multiple terms.



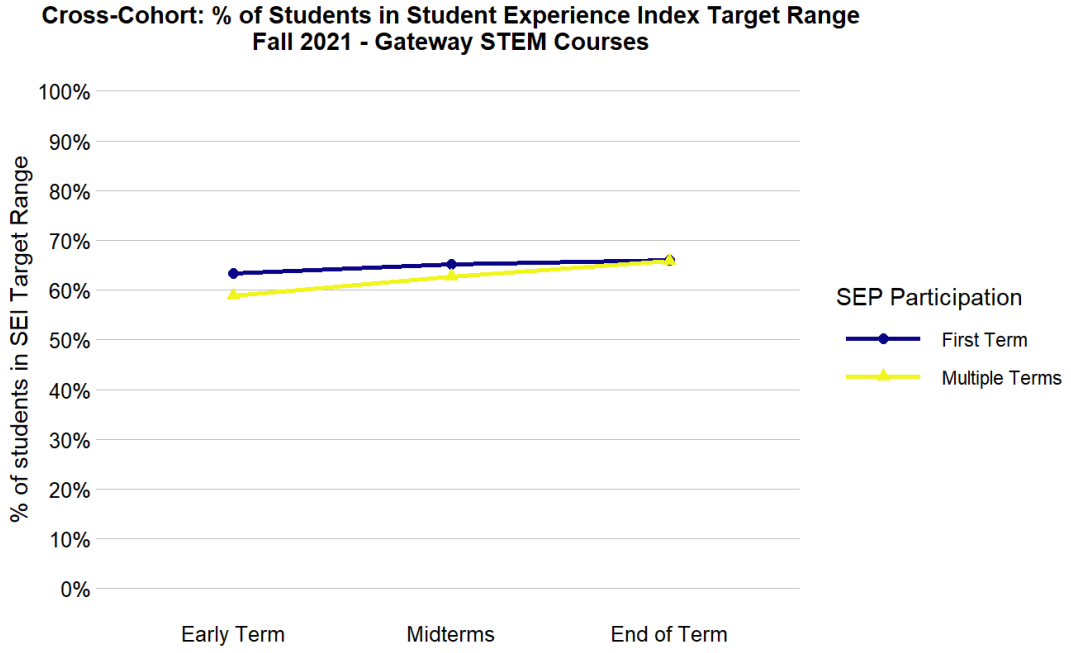
	Early Term					End of Term				
	n1	n2	pct (n1)	se	p-value	n1	n2	pct (n1)	se	p-value
Overall										
Overall	7,922	4,602	63.25%			8,699	3,825	69.46%		
Instructor Participation										
First Term	3,349	1,715	66.13%			3,666	1,398	72.38%		
Multiple Terms	4,572	2,888	61.29%	0.96	0.0000	5,034	2,426	67.47%	1.12	0.0062

Chart 1.5.2 shows SEI target range movement over the course of the term for students in **all STEM SEP participating courses**, by terms of instructor participation.



	Early Term					End of Term				
	n1	n2	pct (n1)	se	p-value	n1	n2	pct (n1)	se	p-value
Overall										
Overall	5,974	3,635	62.17%			6,498	3,111	67.62%		
Instructor Participation										
First Term	1,762	911	65.90%			1,859	814	69.55%		
Multiple Terms	4,212	2,724	60.73%	1.25	0.0005	4,638	2,298	66.88%	1.35	0.0896

Chart 1.5.3 shows SEI target range movement over the course of the term for students in **Gateway STEM SEP participating courses**, by terms of instructor participation.



	Early Term					End of Term				
	n1	n2	pct (n1)	se	p-value	n1	n2	pct (n1)	se	p-value
Overall										
Overall	4,126	2,767	59.86%			4,540	2,353	65.86%		
Instructor Participation										
First Term	982	570	63.31%			1,024	528	66.01%		
Multiple Terms	3,144	2,197	58.86%	1.46	0.0026	3,515	1,826	65.81%	1.37	0.8839

6. How have we moved Student Experience construct scores over the course of the term, focusing on our least well-served students in gateway STEM courses?

Table 1.6 shows net change in score for the least well-served students in **gateway STEM courses** from beginning of term to end of term, for each social psychological construct included in the Student Experience Index. Net change in construct score is calculated by subtracting the construct score from the first week of classes from its value at the end of the term, using imputed data in cases where the construct score was missing.

Cross-Cohort: Mean Change in Construct Score Over Term						
	change	**n**	**sd**	**se**	**t-score**	**p-value**
Identity Safety						
Struct. Disadvantaged Race	0.0843	2,131	0.9550	0.0238	3.5410	0.0026
Woman	0.1387	2,928	0.9303	0.0185	7.4833	0.0000
High Financial Stress	0.1421	1,329	1.0541	0.0300	4.7431	0.0000
Transfer Student	0.0618	2,264	0.9491	0.0415	1.4871	0.2970
First Generation	0.0891	2,883	0.9492	0.0183	4.8740	0.0000
Self-Efficacy						
Struct. Disadvantaged Race	−0.0773	2,131	1.1501	0.0250	−3.0906	0.0020
Woman	0.0322	2,928	1.1432	0.0225	1.4285	0.1578
High Financial Stress	−0.0273	1,329	1.2681	0.0351	−0.7765	0.4377
Transfer Student	−0.0449	2,264	1.1939	0.0310	−1.4507	0.1831
First Generation	−0.0070	2,883	1.1633	0.0256	−0.2742	0.7885
Institutional Growth Mindset						
Struct. Disadvantaged Race	−0.0171	2,131	0.9976	0.0216	−0.7914	0.4288
Woman	0.0038	2,928	0.9644	0.0179	0.2152	0.8296
High Financial Stress	−0.0391	1,329	1.0753	0.0373	−1.0494	0.3285
Transfer Student	0.0183	2,264	0.9910	0.0319	0.5755	0.6048
First Generation	−0.0278	2,883	0.9912	0.0185	−1.5074	0.1318

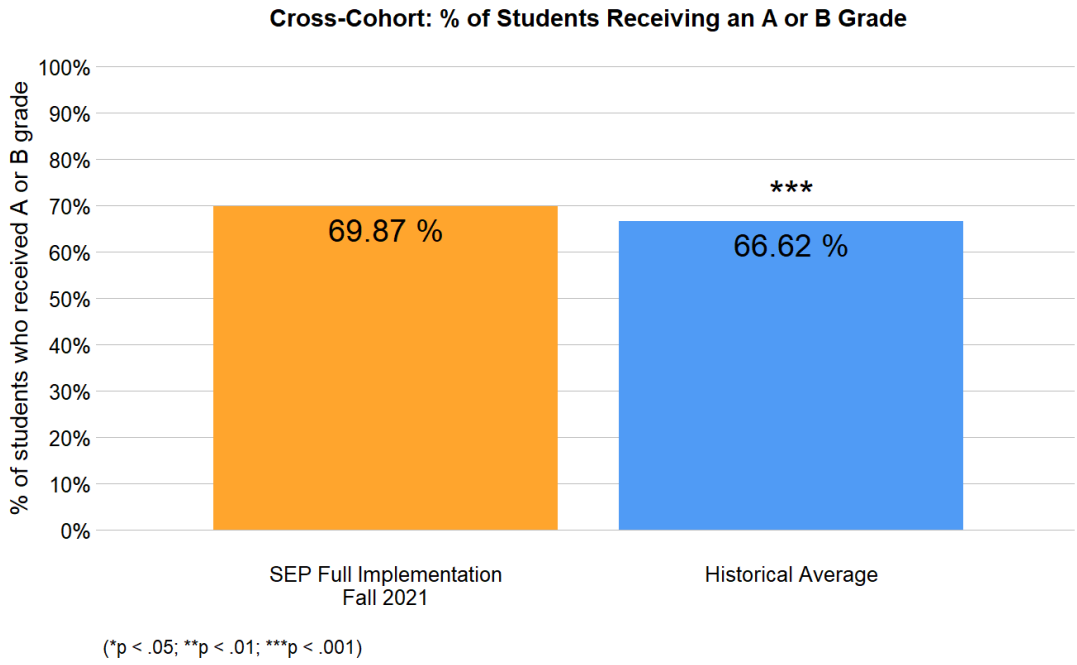
Cross-Cohort: Mean Change in Construct Score Over Term						
	change	n	sd	se	t-score	p-value
Trust and Fairness						
Struct. Disadvantaged Race	0.0035	2,131	0.7570	0.0166	0.2115	0.8326
Woman	0.0134	2,928	0.7526	0.0142	0.9447	0.3453
High Financial Stress	0.0038	1,329	0.8106	0.0358	0.1052	0.9237
Transfer Student	0.0035	2,264	0.7822	0.0167	0.2121	0.8320
First Generation	0.0216	2,883	0.7519	0.0160	1.3527	0.1923
Social Belonging						
Struct. Disadvantaged Race	0.1148	2,131	0.8738	0.0189	6.0639	0.0000
Woman	0.1374	2,928	0.8693	0.0167	8.2384	0.0000
High Financial Stress	0.1060	1,329	0.9383	0.0313	3.3803	0.0077
Transfer Student	0.0765	2,264	0.8732	0.0242	3.1632	0.0218
First Generation	0.1280	2,883	0.8640	0.0163	7.8404	0.0000

2. SEP AIM Progress: Academic Outcomes

Another primary aim of the SEP is to leverage improvements in student experience to increase equity in gateway STEM course outcomes, including: DFW rates, AB rates, and retention in the STEM pathway. In this section of the report, we provide insights into progress toward this aim during the Fall 2021 term. Where relevant, we also present results for STEM courses overall (e.g., gateway and upper division courses), as well as Non-STEM courses.

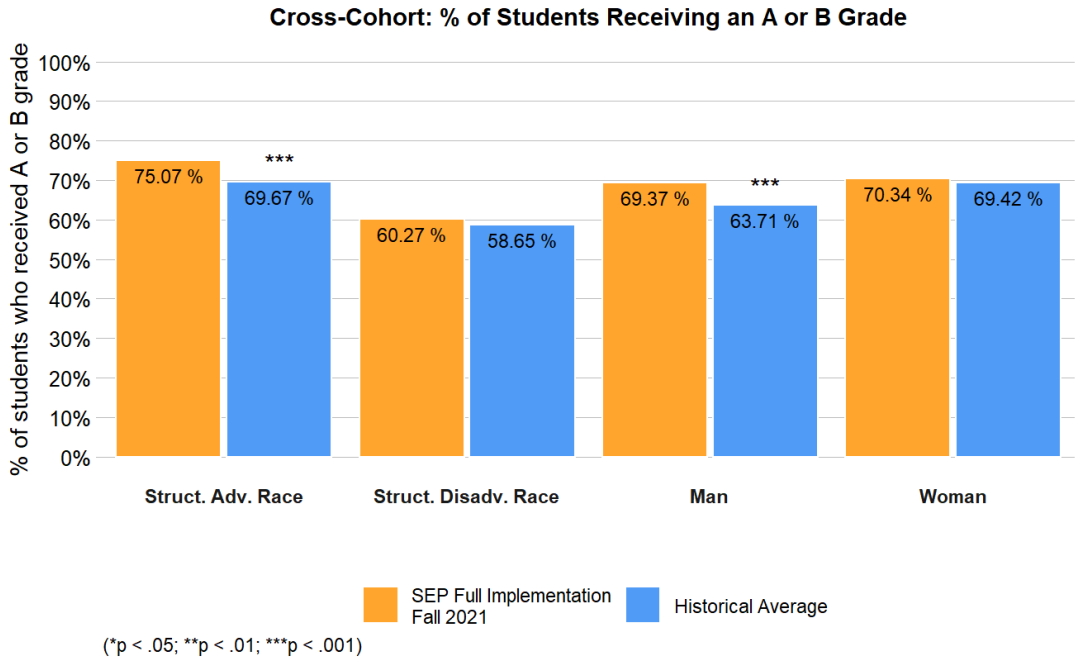
1. Do SEP courses in Fall 2021 have higher AB rates than they have historically?

Chart 2.1.1 presents results of tests that compare the percentage of students who received A or B grades in **SEP full implementation courses** to the historical averages for the same courses taught by the same instructors. In this report, instructors are designated as "full implementation" participants if they also participated in at least one SEP provided professional development module at some point during the project.



	n1	n2	pct (n1)	diff	se	z-score	p-value
SEP Full Implementation Fall 2021	4,818	2,078	69.87%				
Historical Average	19,919	9,979	66.62%	−3.24	0.63	−5.17	0.0000

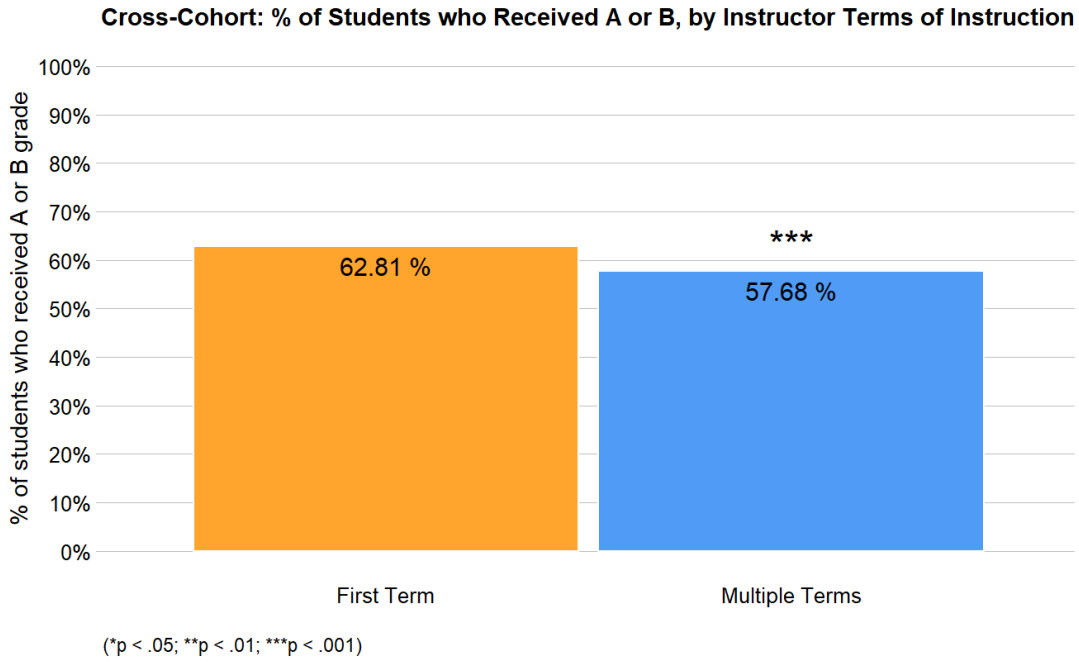
Chart 2.1.2 presents results of tests that compare the percentage of students who received A or B grades in **SEP full implementation courses** to the historical averages for the same courses taught by the same instructors, by gender and race demographic group membership.



	n1	n2	pct (n1)	diff	se	z-score	p-value
Struct. Adv. Race							
SEP Full Implementation Fall 2021	3,152	1,047	75.07%				
Historical Average	13,583	5,913	69.67%	−5.39	0.77	−6.96	0.0000
Struct. Disadv. Race							
SEP Full Implementation Fall 2021	1,285	847	60.27%				
Historical Average	5,030	3,547	58.65%	−1.63	1.19	−1.37	0.1717
Man							
SEP Full Implementation Fall 2021	2,097	926	69.37%				
Historical Average	9,322	5,309	63.71%	−5.65	0.95	−5.92	0.0000
Woman							
SEP Full Implementation Fall 2021	2,716	1,145	70.34%				
Historical Average	10,581	4,661	69.42%	−0.92	0.83	−1.12	0.2646

2. Do courses taught by instructors who have participated in the SEP for multiple terms have higher AB rates than those who are engaging in the project for the first term?

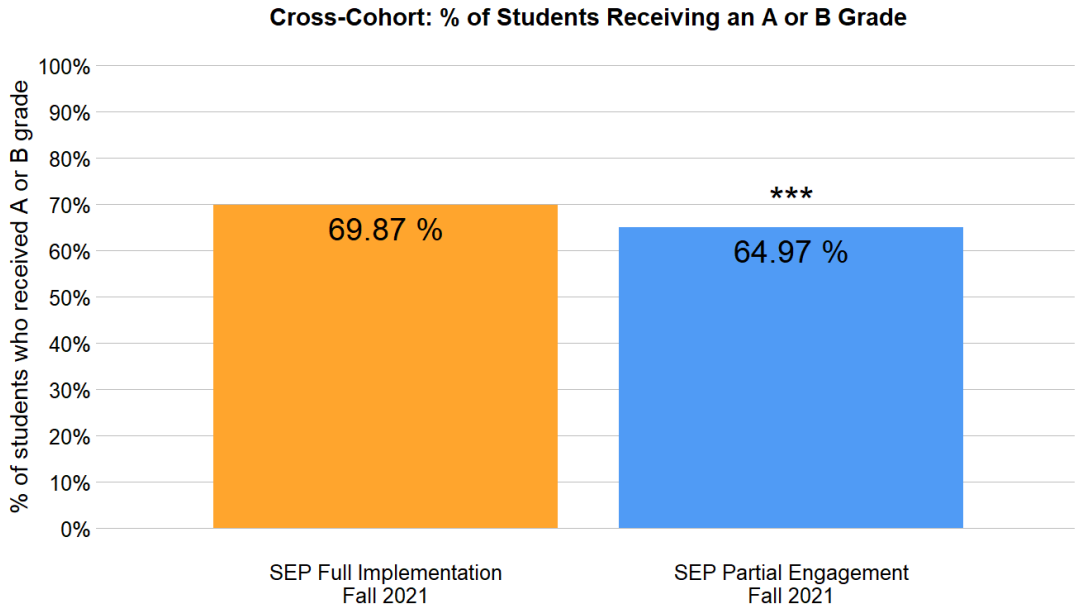
Chart 2.2.1 presents results of tests that compare the percentage of students who received A or B grades in SEP courses taught by instructors in their first term of SEP engagement to those taught by instructors who have participated in the SEP for multiple terms.



	n1	n2	pct (n1)	diff	se	t-score	p-value
First Term	7,104	4,206	62.81%				
Multiple Terms	11,007	8,076	57.68%	−5.13	0.58	8.81	0.0000

3. Do courses taught by instructors who are fully engaging in the SEP have higher AB rates than those taught by instructors who are only partially engaging in the project?

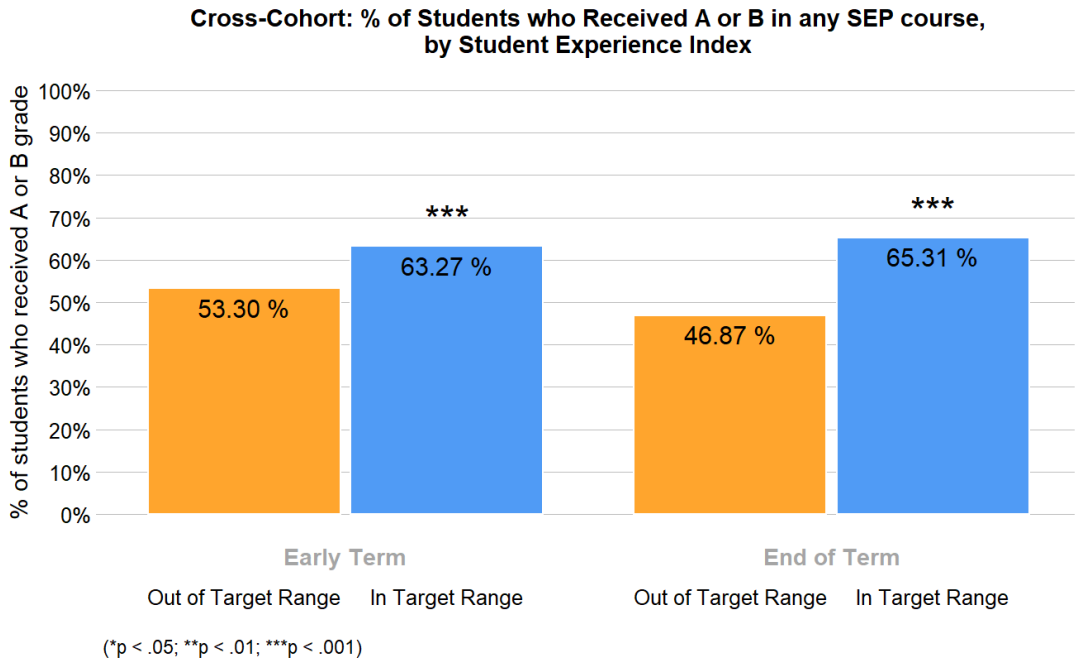
Chart 2.3.1 presents the percentage of students who earned an A or B in the Fall 2021 term, by level of engagement in the SEP. All instructors represented in this report participated in campus CoP meetings and participated in Ascend. In this report, instructors are designated as “full implementation” participants if they also participated in at least one SEP provided professional development module at some point during the project. Instructors who did not participate in any SEP provided professional development workshops or modules are considered “partial implementation” participants.



	n1	n2	pct (n1)	diff	se	z-score	p-value
SEP Full Implementation Fall 2021	4,818	2,078	69.87%				
SEP Partial Engagement Fall 2021	5,378	2,900	64.97%	−4.90	0.77	−6.40	0.0000

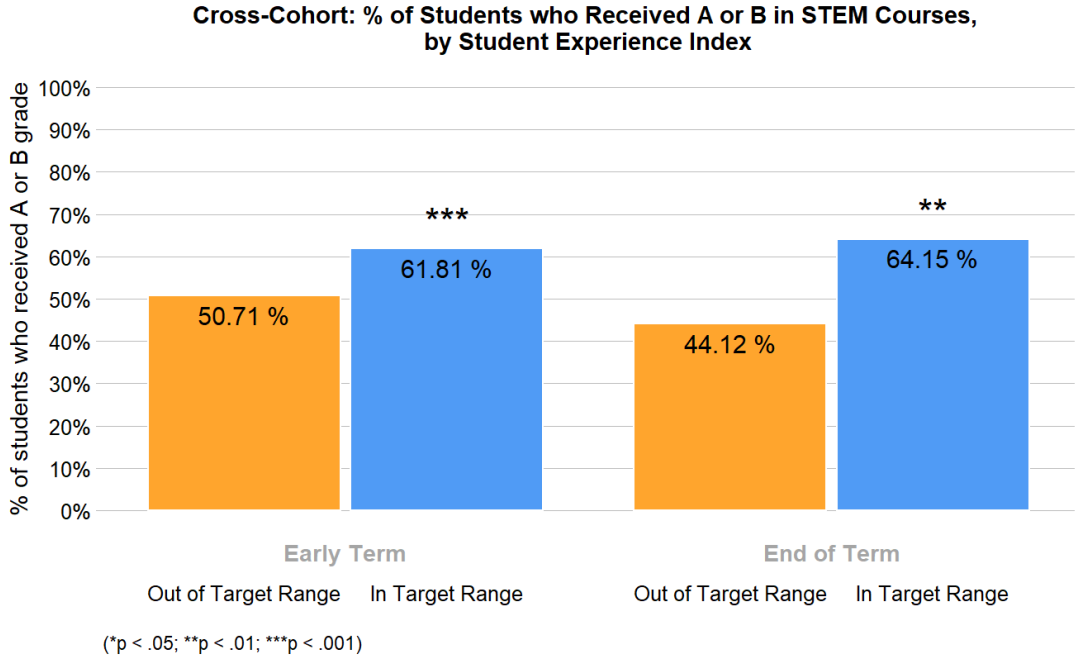
4. Is being in the Student Experience Index target range predictive of earning an A or B in a course?

Chart 2.4.1 presents the percentage of students who received an A or B grade in **all SEP participating courses** (STEM and Non-STEM), by Student Experience Index score at the beginning of the term and at the midterms point forward.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Early Term							
Out of Target Range	1,992	1,744	53.30%				
In Target Range	4,046	2,348	63.27%	9.97	1.08	9.25	0.0000
End of Term							
Out of Target Range	1,473	1,670	46.87%				
In Target Range	4,564	2,424	65.31%	18.43	1.54	11.99	0.0005

Chart 2.4.2 presents the percentage of students who received an A or B in **all STEM courses**, by Student Experience Index score at the beginning of the term and at the midterms point forward.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Early Term							
Out of Target Range	1,548	1,506	50.71%				
In Target Range	3,106	1,918	61.81%	11.09	1.15	9.63	0.0000
End of Term							
Out of Target Range	1,163	1,473	44.12%				
In Target Range	3,491	1,951	64.15%	20.03	1.76	11.36	0.0011

Chart 2.4.3 shows the relationship between change in SEI score over the term and the predicted probability of receiving an A or B grade in **all STEM courses.** In this chart, change in SEI score from the beginning of the term to the end of the term is treated as a continuous variable, to show the association between a change in SEI score and the probability of receiving an A or B grade in the course. The thick portion of the line represents the middle half of the distribution of the change in SEI score.

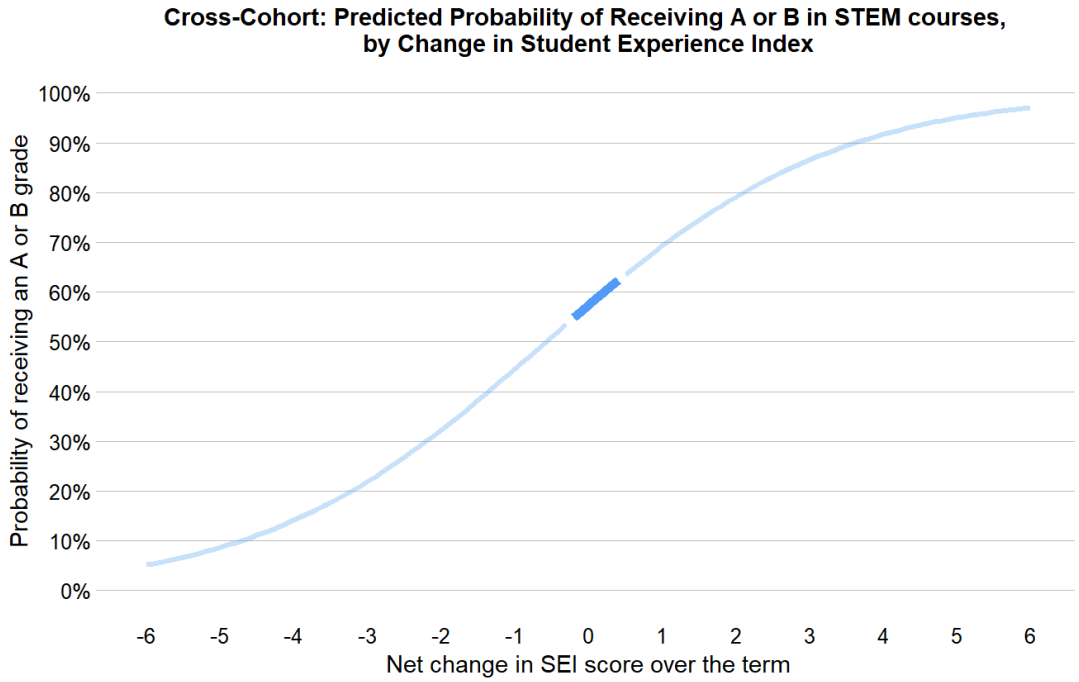
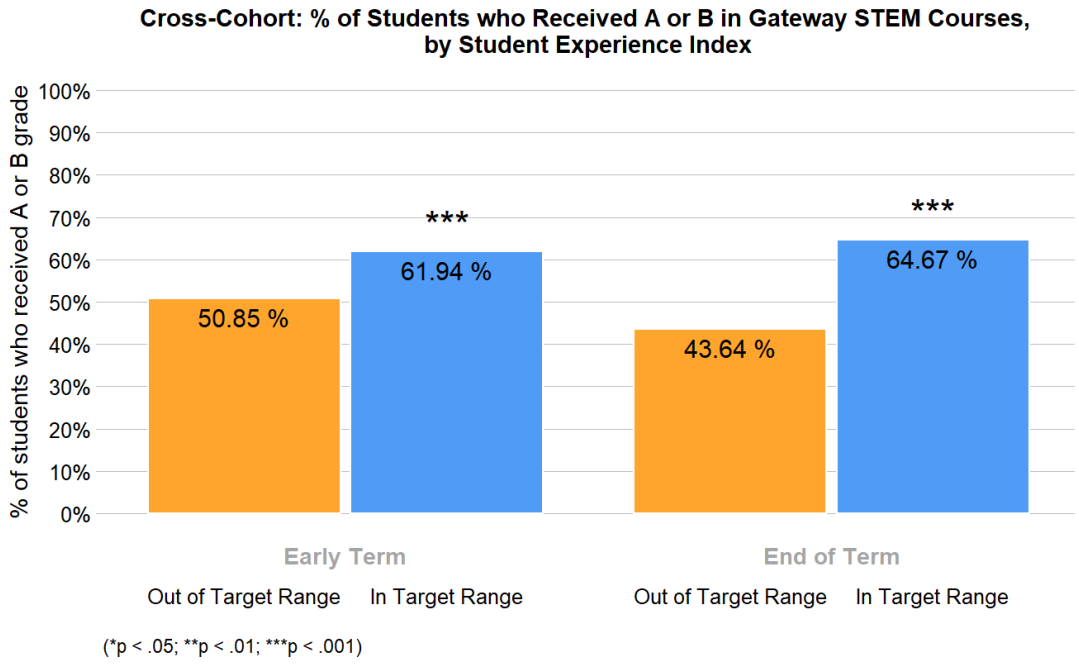
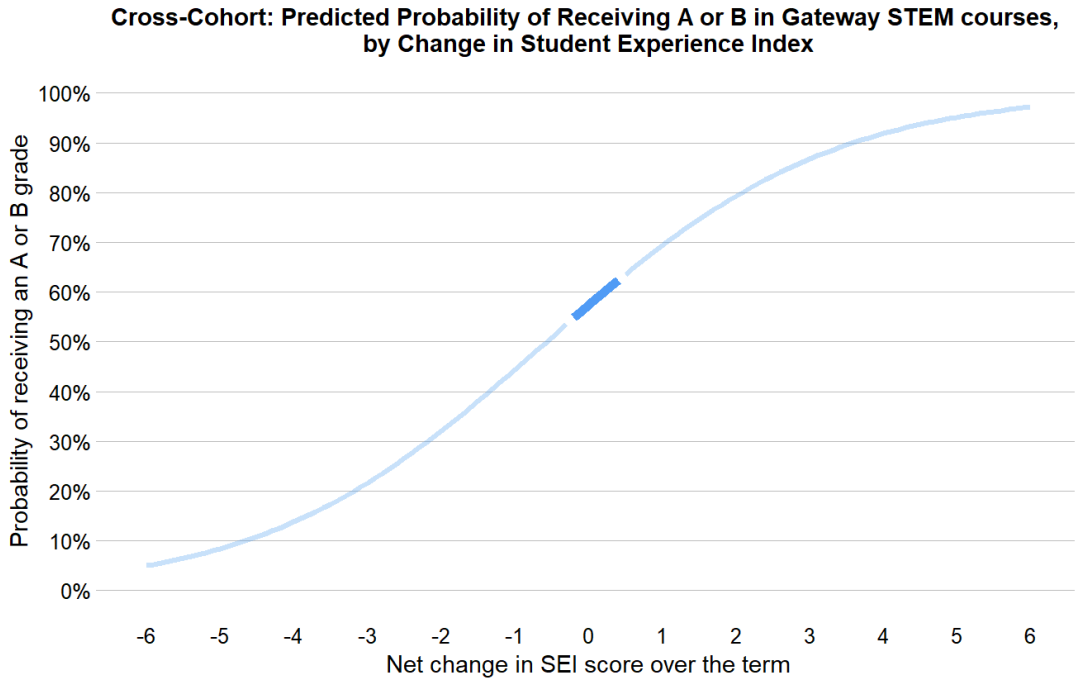


Chart 2.4.4 presents the percentage of students who received an A or B in **gateway STEM courses**, by Student Experience Index score at the beginning of the term and at the midterms point forward.



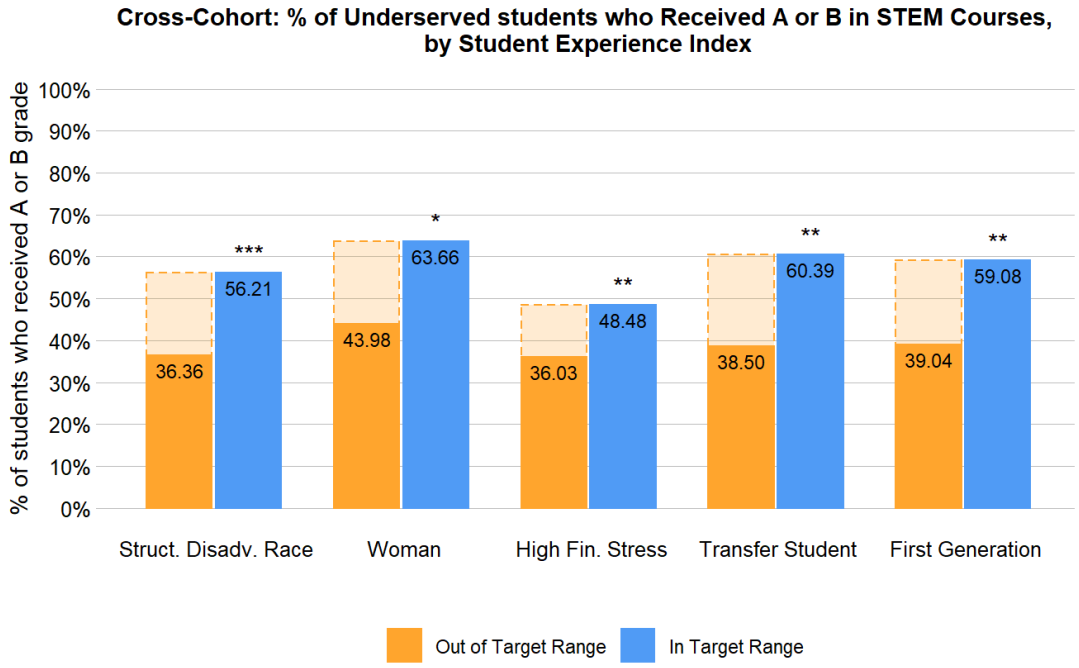
	n1	n2	pct (n1)	diff	se	t-score	p-value
Early Term							
Out of Target Range	1,213	1,172	50.85%				
In Target Range	2,214	1,360	61.94%	11.09	1.32	8.37	0.0000
End of Term							
Out of Target Range	886	1,144	43.64%				
In Target Range	2,541	1,388	64.67%	21.03	1.77	11.91	0.0000

Chart 2.4.5 shows the relationship between change in SEI score over the term and the predicted probability of receiving an A or B in **gateway STEM courses**. In this chart, change in SEI score from the beginning of the term to the end of the term is treated as a continuous variable, to show the association between a change in SEI score and the probability of receiving an A or B grade in the course. The thick portion of the line represents the middle half of the distribution of the change in SEI score.



5. Is the relationship between Student Experience and receiving an A or B grade in STEM courses moderated by student demographic group membership?

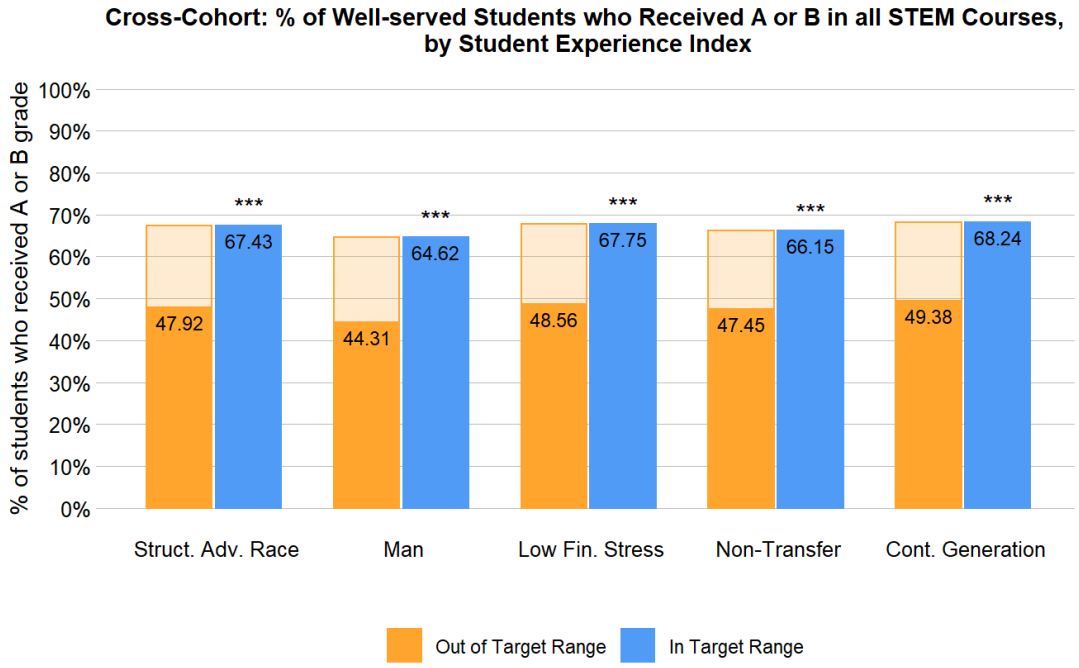
Chart 2.5.1 shows the percent of students in demographic groups that have been **traditionally underserved or excluded in higher education or STEM fields** who earned an A or B grade in SEP participating STEM courses, by SEI score at the end of the term. The percentage point difference between students in the target range and out of the target range is shown in a lighter shade of orange. These shaded portions of the bars represent the relative impact of being in the SEI target range for that group.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Struct. Disadv. Race							
Out of Target Range	324	568	36.36%				
In Target Range	872	678	56.21%	19.85	2.37	8.36	0.0000
Woman							
Out of Target Range	576	735	43.98%				
In Target Range	1,610	920	63.66%	19.68	3.46	5.69	0.0414
High Fin. Stress							
Out of Target Range	270	481	36.03%				
In Target Range	444	473	48.48%	12.45	2.97	4.19	0.0023

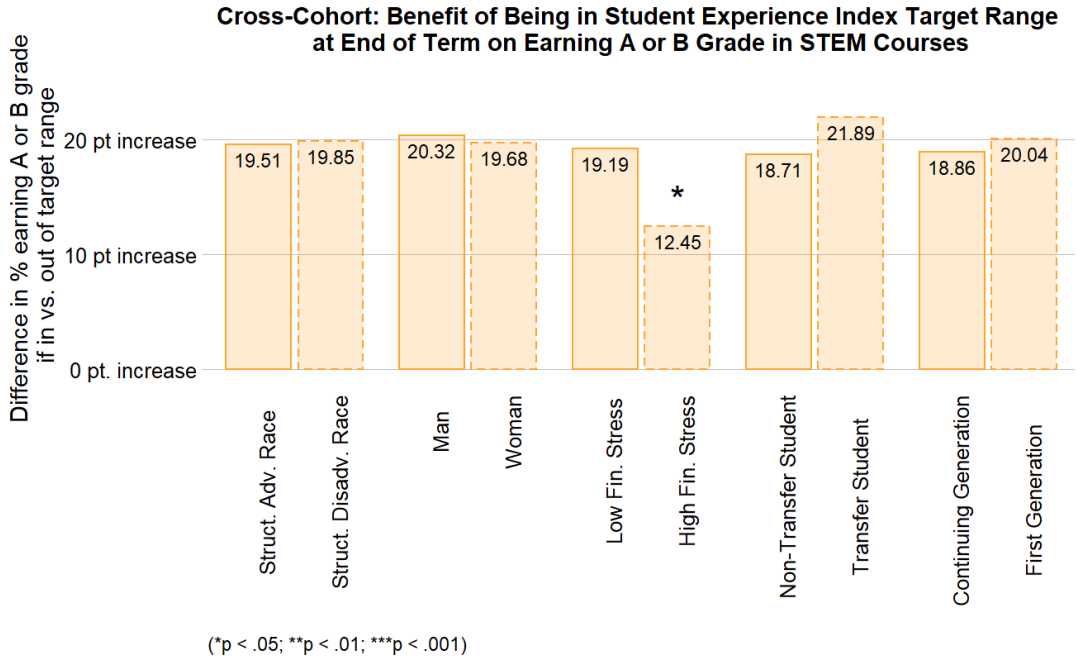
	n1	n2	pct (n1)	diff	se	t-score	p-value
Transfer Student							
Out of Target Range	378	602	38.50%				
In Target Range	1,144	750	60.39%	21.89	2.77	7.91	0.0013
First Generation							
Out of Target Range	464	724	39.04%				
In Target Range	1,335	924	59.08%	20.04	2.62	7.65	0.0026

Chart 2.5.2 shows the percent of students in demographic groups that have been **traditionally well-served in higher education or STEM fields** who earned an A or B grade in SEP participating STEM courses, by SEI score at the end of the term. The percentage point difference between students in the target range and out of the target range is shown in a lighter shade of orange. These shaded portions of the bars represent the relative impact of being in the SEI target range for that group.



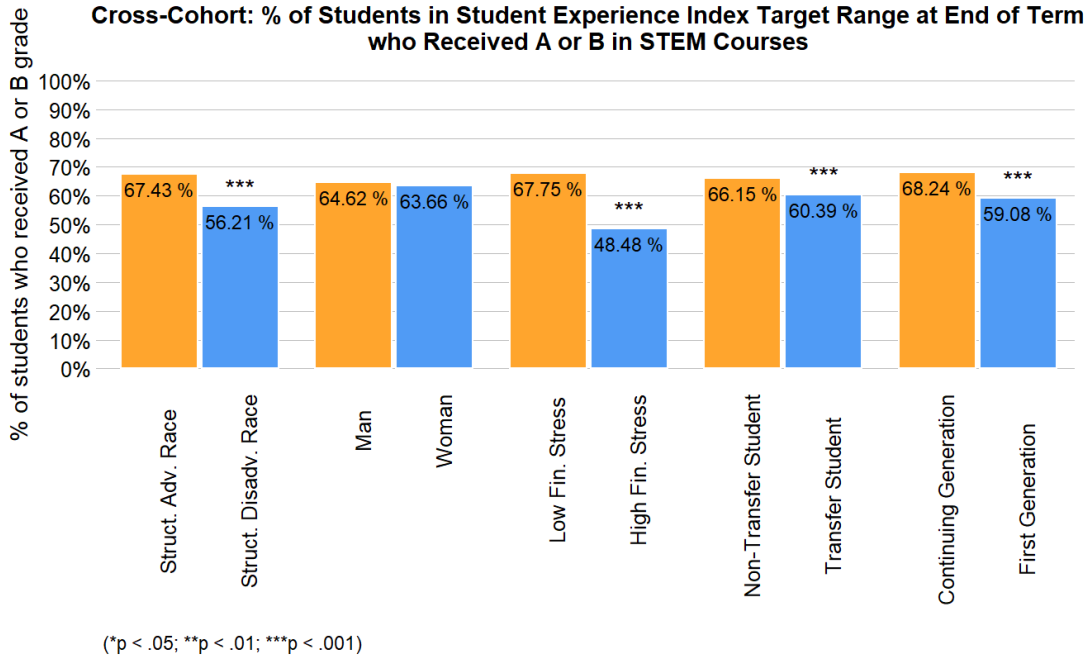
	n1	n2	pct (n1)	diff	se	t-score	p-value
Struct. Adv. Race							
Out of Target Range	806	877	47.92%				
In Target Range	2,538	1,225	67.43%	19.51	1.84	10.60	0.0000
Man							
Out of Target Range	586	736	44.31%				
In Target Range	1,880	1,028	64.62%	20.32	1.66	12.25	0.0000
Low Fin. Stress							
Out of Target Range	758	802	48.56%				
In Target Range	2,700	1,286	67.75%	19.19	1.53	12.57	0.0000
Non-Transfer							
Out of Target Range	786	870	47.45%				
In Target Range	2,348	1,200	66.15%	18.71	1.75	10.70	0.0000
Cont. Generation							
Out of Target Range	678	694	49.38%				
In Target Range	2,104	980	68.24%	18.86	1.69	11.16	0.0000

Charts 2.5.1 and 2.5.2 show the within-group benefit of being in the SEI target range by midterms or later for traditionally underserved (chart 2.5.1) and well-served (chart 2.5.2) students. In chart 2.5.3 below, we compare the percentage point gap between those in and out of SEI target range to assess whether there is a particular benefit of being in the target range on A or B grade outcomes for underserved or well-served students (ex: is there a larger impact of being in the SEI target range for women compared to men with regard to receiving an A or B grade?). There is no significant difference in the effect of being in the SEI target range for traditionally underserved vs. traditionally well-served students. That is, the association between being in the SEI target range and earning an A or B grade in STEM courses is not meaningfully different for students in traditionally underserved groups compared to students in traditionally well-served groups.



	n1	n2	benefit	difference	se	t-score	p-value
Race							
Struct. Adv. Race	3,344	2,102	19.51				
Struct. Disadv. Race	1,196	1,247	19.85	0.33	2.47	0.14	0.8926
Gender							
Man	2,465	1,765	20.32				
Woman	2,187	1,654	19.68	−0.64	4.00	−0.16	0.8864
Financial Stress							
Low Fin. Stress	3,458	2,088	19.19				
High Fin. Stress	715	953	12.45	−6.74	3.03	−2.23	0.0323
Transfer							
Non-Transfer Student	3,133	2,071	18.71				
Transfer Student	1,521	1,353	21.89	3.18	2.58	1.23	0.2237
Generation							
Continuing Generation	2,782	1,674	18.86				
First Generation	1,799	1,649	20.04	1.18	2.67	0.44	0.6630

Chart 2.5.4 compares the percent of students who were both in the SEI target range at the end of the term, and earned an A or B grade in **all STEM courses**, by demographic group membership.



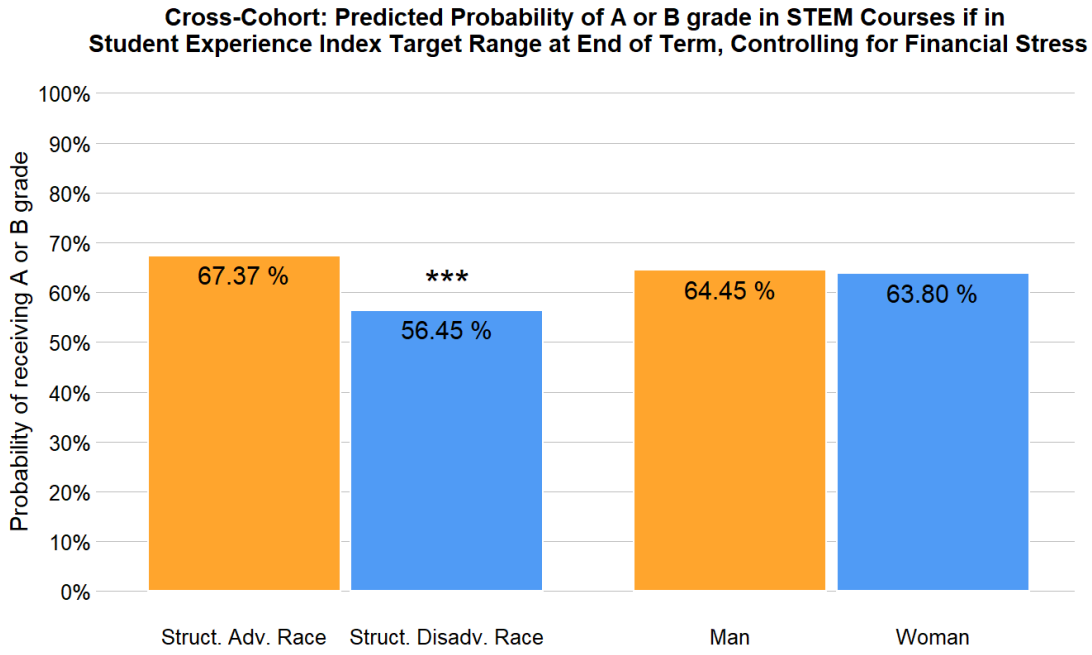
(*p < .05; **p < .01; ***p < .001)

	n1	n2	pct (n1)	diff	se	t-score	p-value
Race							
Struct. Adv. Race	2,538	1,225	67.43%				
Struct. Disadv. Race	872	678	56.21%	−11.22	1.47	7.66	0.0000
Gender							
Man	1,880	1,028	64.62%				
Woman	1,610	920	63.66%	−0.96	1.83	0.53	0.6265
Financial Stress							
Low Fin. Stress	2,700	1,286	67.75%				
High Fin. Stress	444	473	48.48%	−19.27	1.95	9.86	0.0000
Transfer Status							
Non-Transfer Student	2,348	1,200	66.15%				
Transfer Student	1,144	750	60.39%	−5.76	1.41	4.10	0.0001

	n1	n2	pct (n1)	diff	se	t-score	p-value
Generation							
Continuing Generation	2,104	980	68.24%				
First Generation	1,335	924	59.08%	−9.15	1.42	6.43	0.0000

Analyses of students' experiences in the Student Experience Project indicate a significant gap in student experiences by level of financial stress. Students who are experiencing basic needs insecurity are less likely to be in the target SEI zone than are their better resourced peers, across all other intersectional demographic group memberships (see charts 1.3.1 - 1.3.3). To gain insight into how this bifurcation in student experience on the basis of financial stress may also be associated with academic outcomes, we used multiple regression analysis to assess the interactions between the SEI index and our other primary demographic variables of interest (race and gender) when controlling for students' level of financial stress (e.g., once we control for financial stress level in our analysis, are gender and race still predictive of academic outcome?

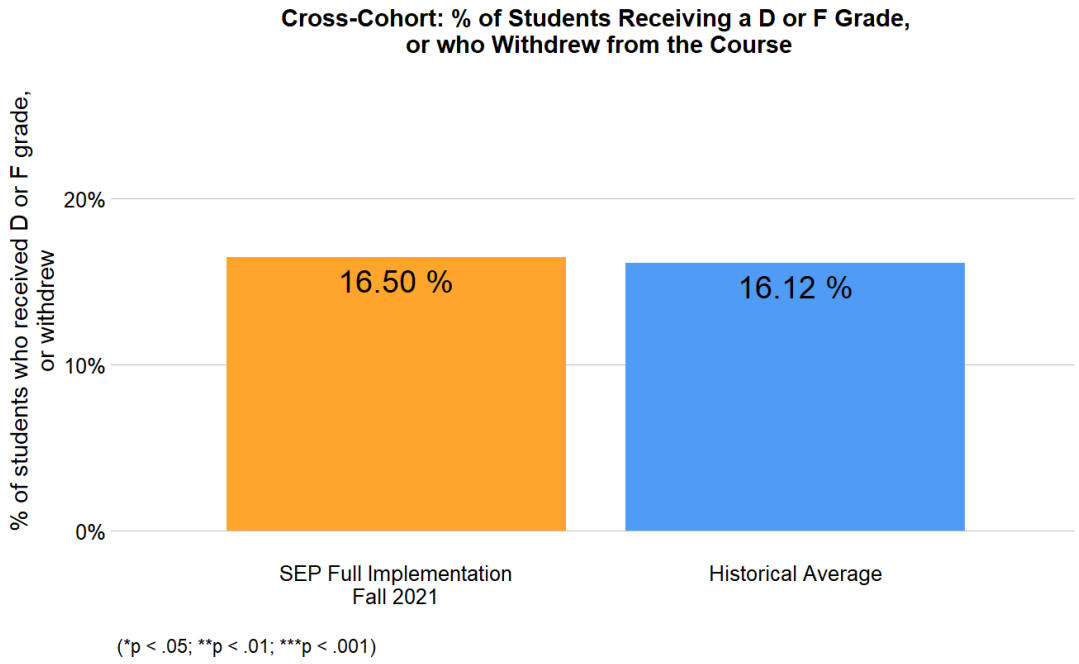
Chart 2.5.5 shows the predicted probability of earning an A or B in a SEP STEM course for students who are in the SEI target range, by gender and race, controlling for financial stress level.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Gender							
Man	1,639	900	64.45%				
Woman	1,464	834	63.80%	−0.65	1.21	−0.54	0.5914
Race							
Struct. Adv. Race	2,296	1,110	67.37%				
Struct. Disadv. Race	808	624	56.45%	−10.92	1.27	−8.62	0.0000

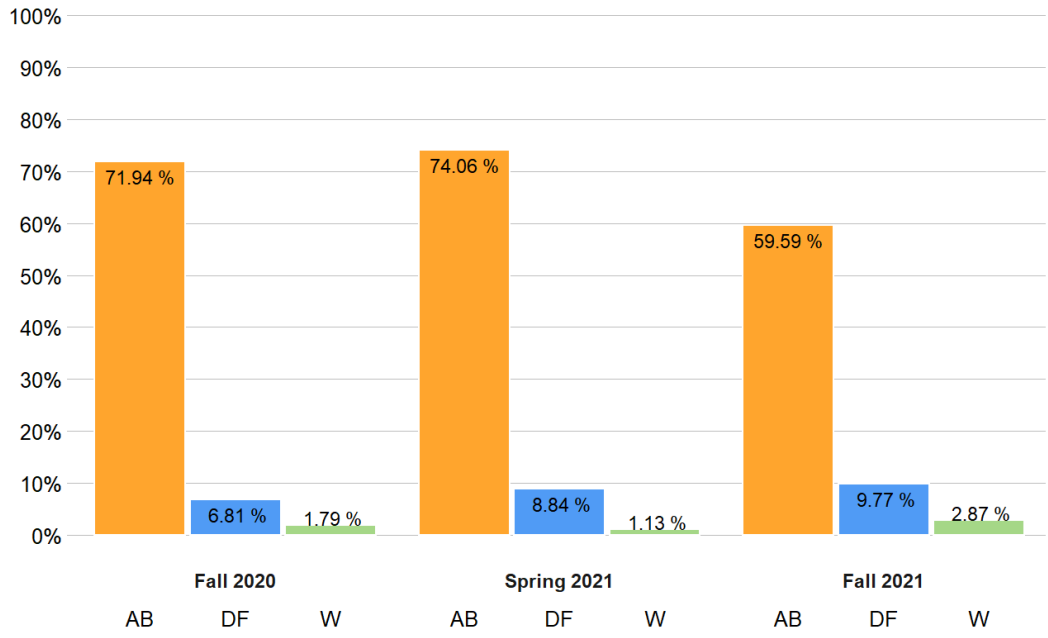
6. Do SEP courses in Fall 2021 have lower DFW rates than they have historically?

Chart 2.6.1 compares the percentage of students who received a D or F grade, or who withdrew from **SEP full implementation courses** to the historical averages for the same courses taught by the same instructors. In this report, instructors are designated as "full implementation" participants if they also participated in at least one SEP provided professional development module at some point during the project.



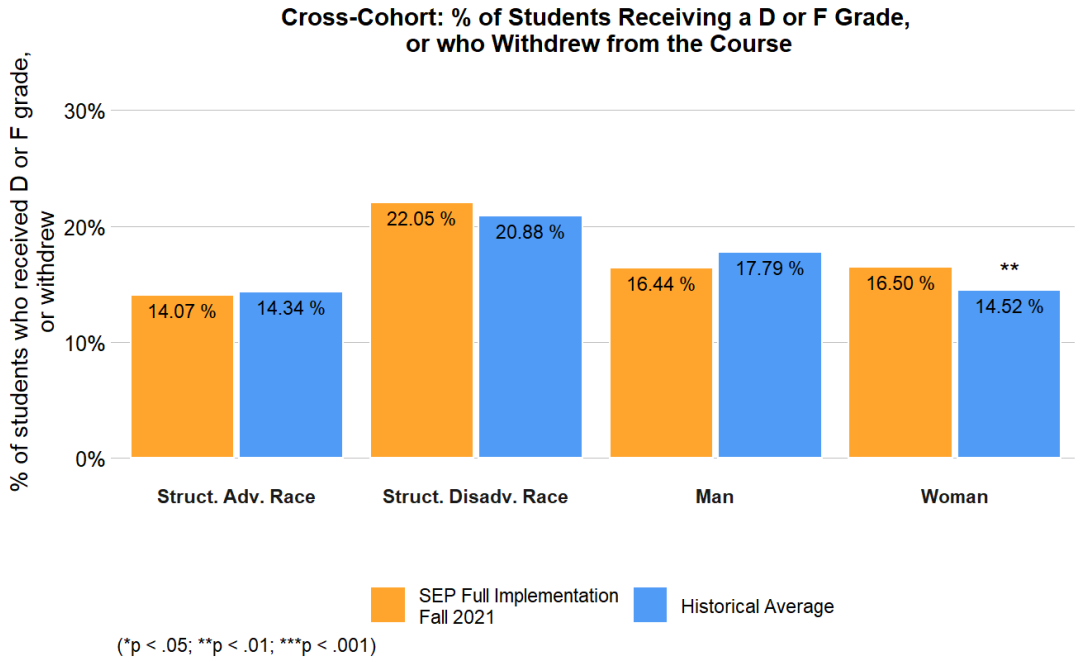
	n1	n2	pct (n1)	diff	se	z-score	p-value
SEP Full Implementation Fall 2021	1,138	5,758	16.50%				
Historical Average	4,821	25,077	16.12%	−0.38	0.49	−0.77	0.4431

Chart 2.6.2 shows the distribution of grades (A/B, D/F, or W; other grades not shown) in the Fall 2020, Spring 2021, and Fall 2021 terms for students enrolled in SEP courses and for whom grade is not missing. This chart has been included in the Fall 2021 SEP report to help identify changes in grades distributions throughout the COVID-19 pandemic.



Term	Total	Frequency			Percent		
		AB	DF	W	AB	DF	W
Fall 2020	8655	6226	589	155	71.94%	6.81%	1.79%
Spring 2021	7908	5857	699	89	74.06%	8.84%	1.13%
Fall 2021	10131	6037	990	291	59.59%	9.77%	2.87%

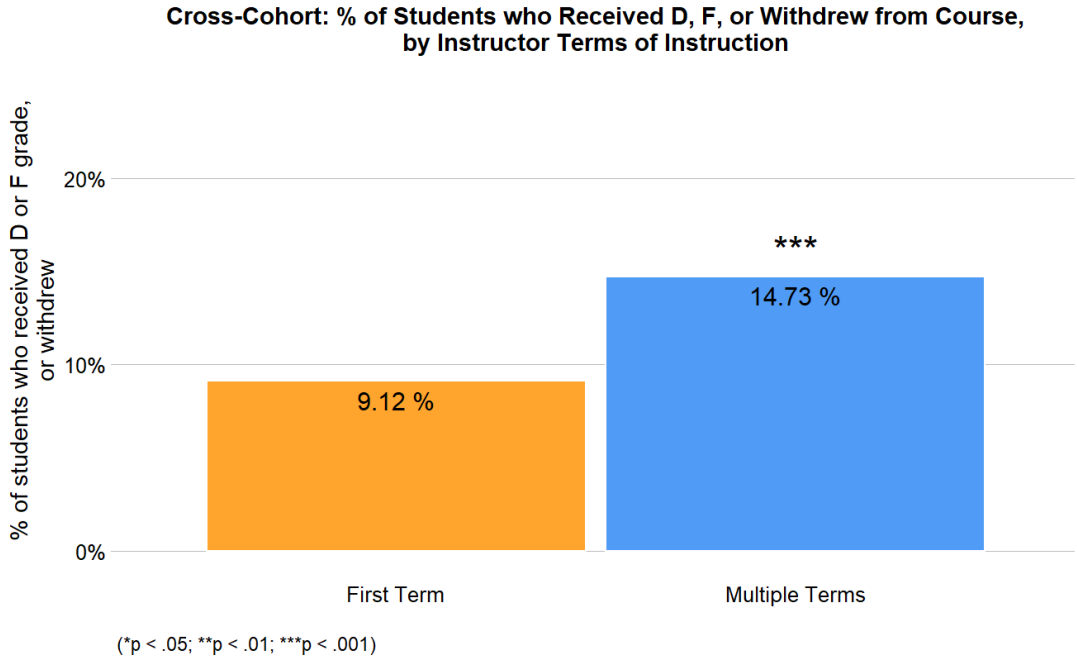
Chart 2.6.3 presents results of tests that compare the percentage of students who received a D or F grade, or who formally withdrew from **SEP full implementation courses** to the historical averages for the same courses taught by the same instructors, by gender and race demographic group membership.



	n1	n2	pct (n1)	diff	se	z-score	p-value
Struct. Adv. Race							
SEP Full Implementation Fall 2021	591	3,608	14.07%				
Historical Average	2,795	16,701	14.34%	0.26	0.60	0.44	0.6605
Struct. Disadv. Race							
SEP Full Implementation Fall 2021	470	1,662	22.05%				
Historical Average	1,791	6,786	20.88%	−1.16	0.99	−1.18	0.2387
Man							
SEP Full Implementation Fall 2021	497	2,526	16.44%				
Historical Average	2,603	12,028	17.79%	1.35	0.76	1.78	0.0757
Woman							
SEP Full Implementation Fall 2021	637	3,224	16.50%				
Historical Average	2,213	13,029	14.52%	−1.98	0.64	−3.08	0.0020

7. Do courses taught by instructors who have participated in the SEP for multiple terms have lower DFW rates than those who are engaging in the project for the first term?

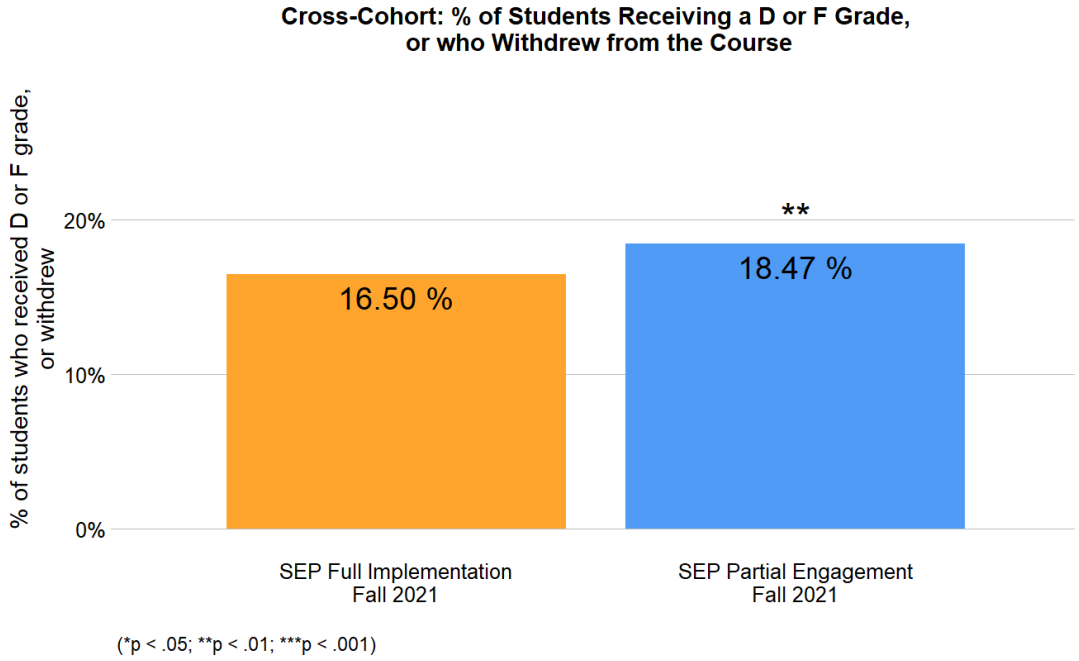
Chart 2.7.1 presents results of tests that compare the percentage of students who received D or F or Withdrew from SEP courses taught by instructors in their first term of SEP engagement to those taught by instructors who have participated in the SEP for multiple terms.



	n1	n2	pct (n1)	diff	se	t-score	p-value
First Term	1,032	10,278	9.12%				
Multiple Terms	2,811	16,272	14.73%	5.61	0.39	14.21	0.0000

8. Do courses taught by instructors who are fully engaging in the SEP have lower DFW rates than those taught by instructors who are only partially engaging in the project?

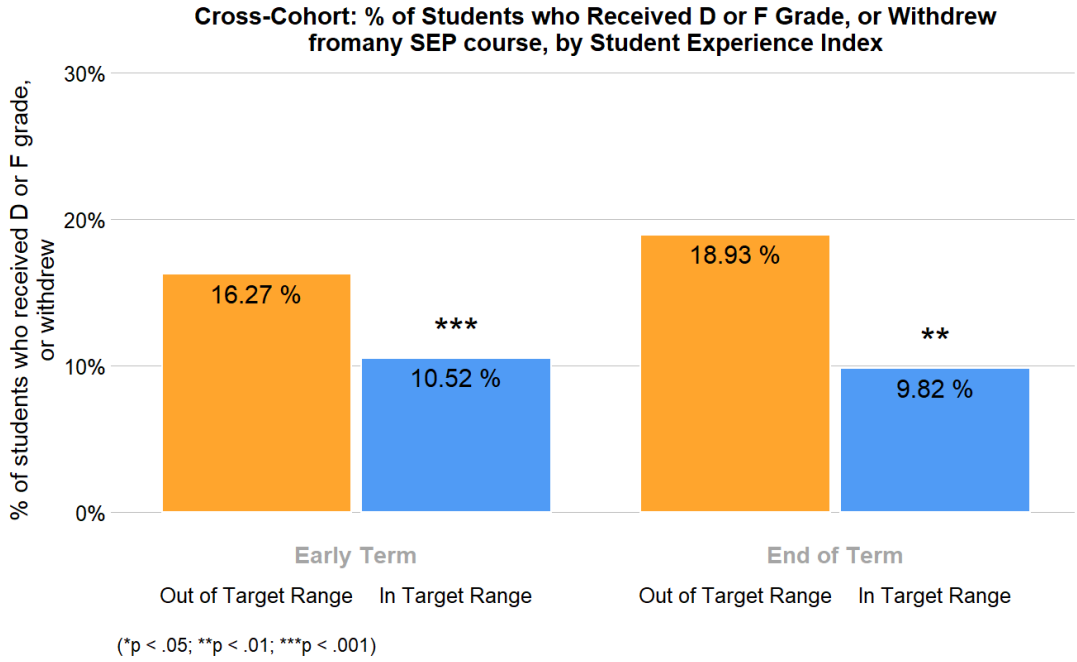
Chart 2.8.1 presents the percentage of students who earned a D or F grade or withdrew from SEP courses in the Fall 2021 term, by level of engagement in the SEP. All instructors represented in this report participated in campus CoP meetings and participated in Ascend. In this report, instructors are designated as “full implementation” participants if they also participated in at least one SEP provided professional development module at some point during the project. Instructors who did not participate in any SEP provided professional development workshops or modules are considered “partial implementation” participants.



	n1	n2	pct (n1)	diff	se	z-score	p-value
SEP Full Implementation Fall 2021	1,138	5,758	16.50%				
SEP Partial Engagement Fall 2021	1,529	6,749	18.47%	1.97	0.62	3.17	0.0015

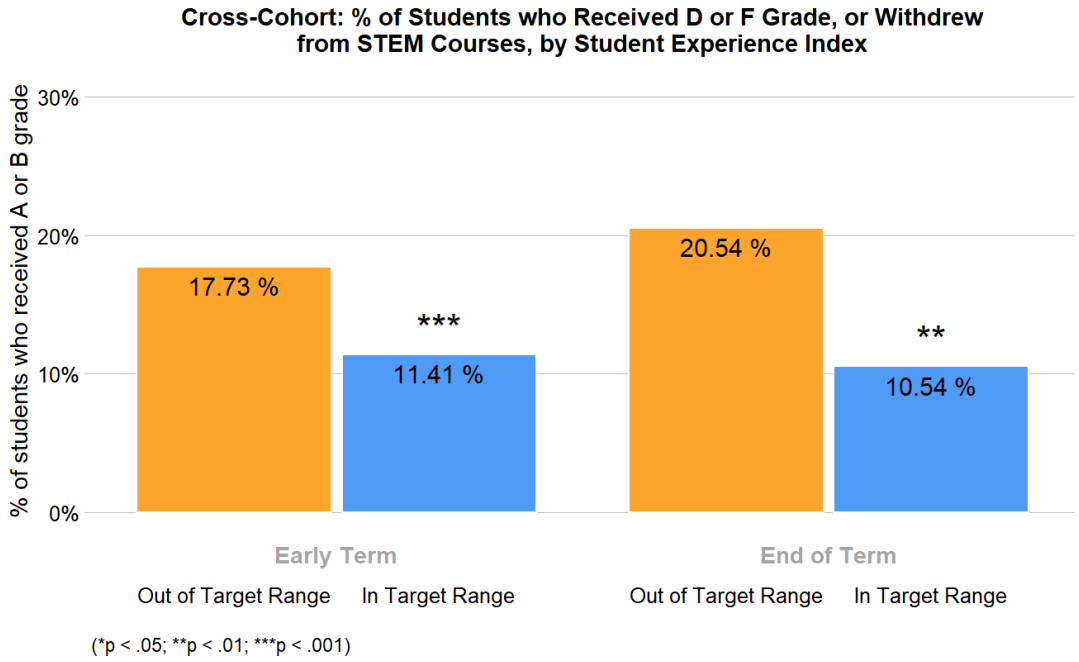
9. Is being in the Student Experience Index target range predictive of earning a D or F grade, or withdrawing from a course?

Chart 2.9.1 presents the percentage of students who received a D or F grade, or who had a withdrawal on their transcript in **any SEP participating course** (STEM and Non-STEM), by Student Experience Index score at the beginning of the term and at the midterms point forward.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Early Term							
Out of Target Range	608	3,128	16.27%				
In Target Range	673	5,722	10.52%	−5.75	0.69	8.39	0.0000
End of Term							
Out of Target Range	595	2,548	18.93%				
In Target Range	686	6,302	9.82%	−9.12	1.04	8.73	0.0016

Chart 2.9.2 presents the percentage of students who received a D or F grade or had a withdrawal on their transcript in **any STEM course**, by Student Experience Index score at the beginning of the term and at the midterms point forward.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Early Term							
Out of Target Range	542	2,512	17.73%				
In Target Range	574	4,450	11.41%	−6.32	0.79	7.98	0.0000
End of Term							
Out of Target Range	542	2,094	20.54%				
In Target Range	574	4,868	10.54%	−10.00	1.30	7.71	0.0061

Chart 2.9.3 shows the relationship between change in SEI score over the term and the predicted probability of receiving a D or F grade, or having a withdrawal on their transcript, in **all STEM courses**. In this chart, change in SEI score from the beginning of the term to the end of the term is treated as a continuous variable, to show the association between a change in SEI score and the probability of receiving a D or F grade, or withdrawing from the course. The thick portion of the line represents the middle half of the distribution of the change in SEI score.

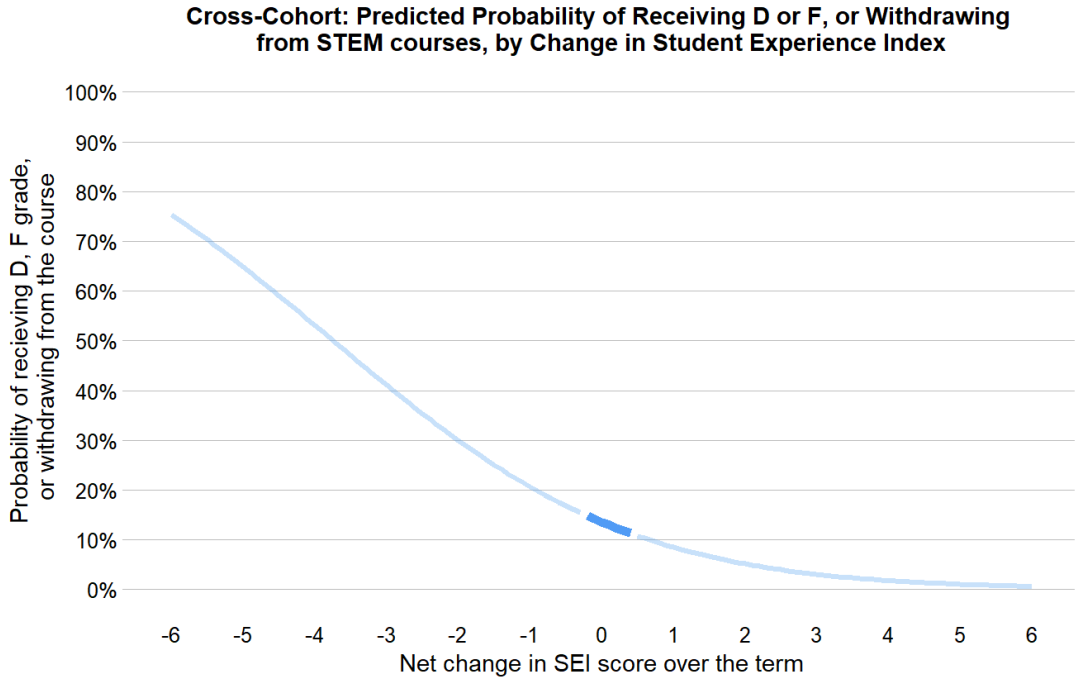
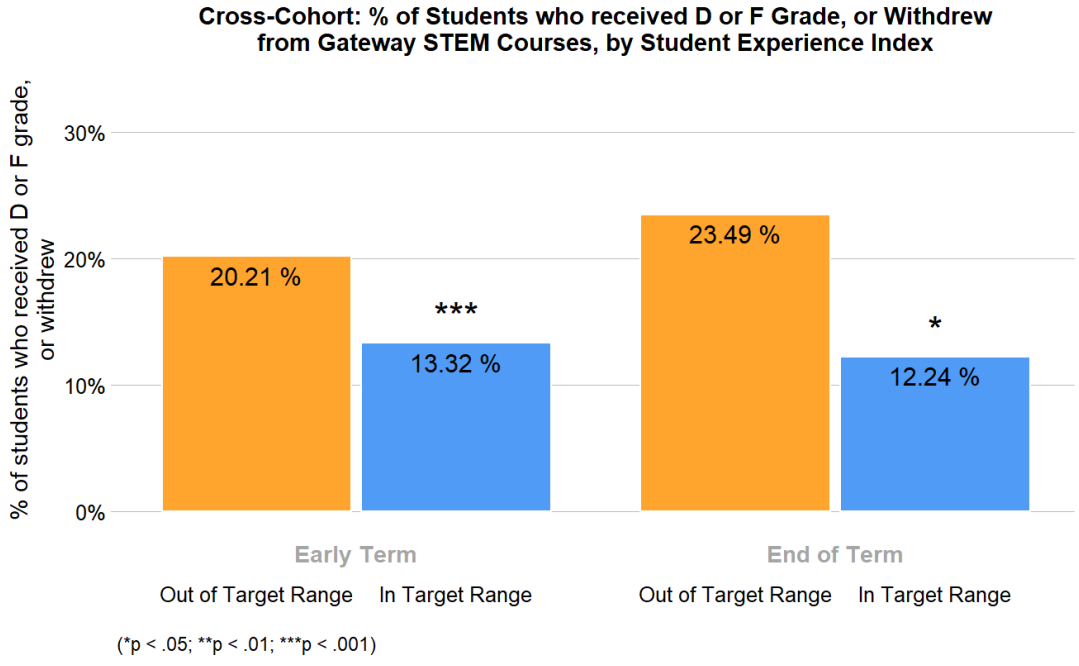
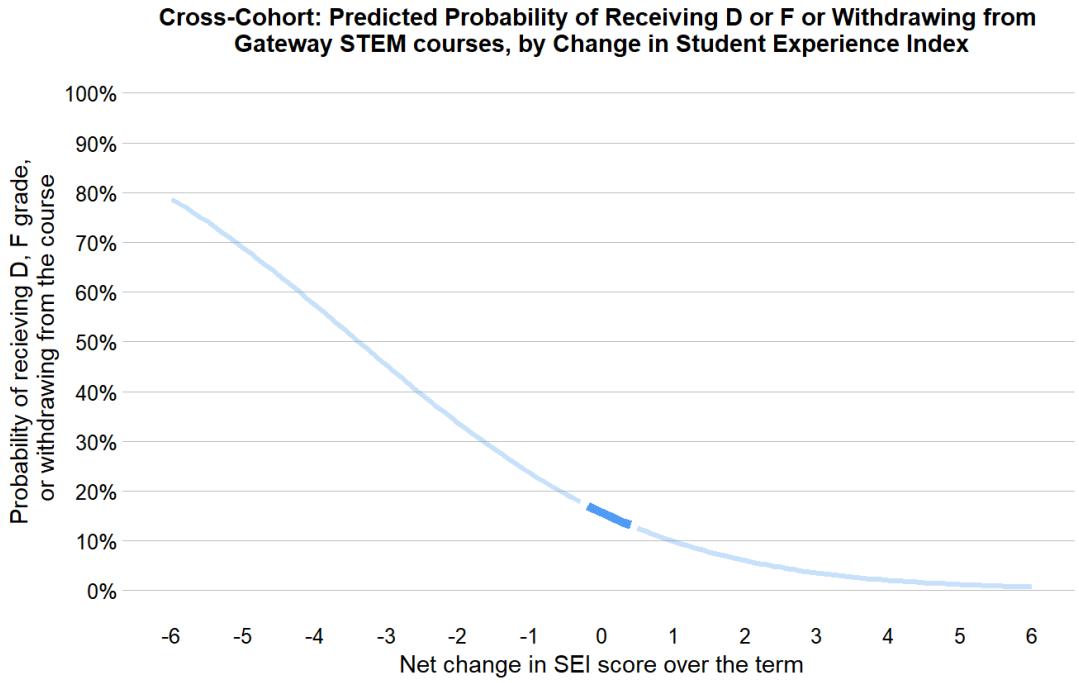


Chart 2.9.4 presents the percentage of students who received a D or F grade or who had a withdrawal on their transcript in **gateway STEM courses**, by Student Experience Index score at the beginning of the term and at the midterms point forward.



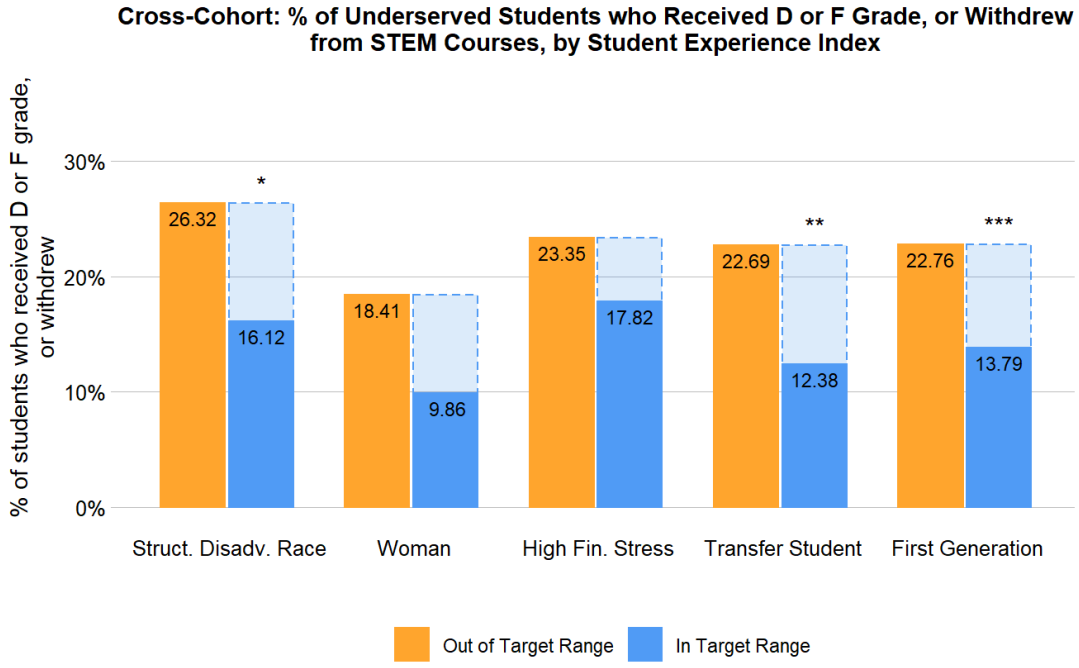
	n1	n2	pct (n1)	diff	se	t-score	p-value
Early Term							
Out of Target Range	482	1,904	20.21%				
In Target Range	476	3,098	13.32%	−6.89	0.99	6.94	0.0000
End of Term							
Out of Target Range	477	1,554	23.49%				
In Target Range	481	3,448	12.24%	−11.25	1.73	6.49	0.0166

Chart 2.9.5 shows the relationship between change in SEI score over the term and the predicted probability of receiving a D or F, or having a withdrawal on their transcript, in **gateway STEM courses**. In this chart, change in SEI score from the beginning of the term to the end of the term is treated as a continuous variable, to show the association between a change in SEI score and the probability of receiving a D or F grade, or withdrawing from the course. The thick portion of the line represents the middle half of the distribution of the change in SEI score.



10. Is the relationship between Student Experience and receiving a D or F grade, or withdrawing from STEM courses moderated by student demographic group membership?

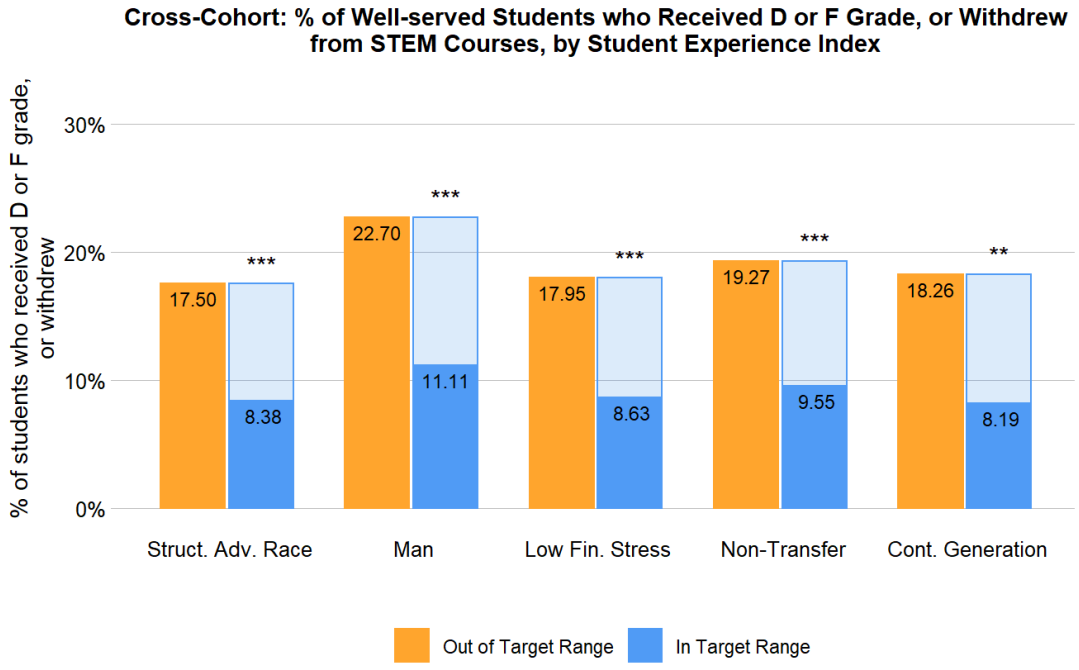
Chart 2.10.1 shows the percent of students in demographic groups that have been **traditionally underserved in higher education or STEM fields** who earned a D or F grade, or who had a withdrawal on their transcript in SEP participating STEM courses, by SEI score at the end of the term. The percentage point difference between students in the target range and out of the target range is shown in a lighter shade of blue. These shaded portions of the bars represent the relative impact of being in the SEI target range for that group.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Struct. Disadv. Race							
Out of Target Range	235	658	26.32%				
In Target Range	250	1,300	16.12%	−10.20	2.45	4.17	0.0184
Woman							
Out of Target Range	242	1,069	18.41%				
In Target Range	250	2,280	9.86%	−8.55	2.44	3.50	0.0974
High Fin. Stress							
Out of Target Range	176	575	23.35%				

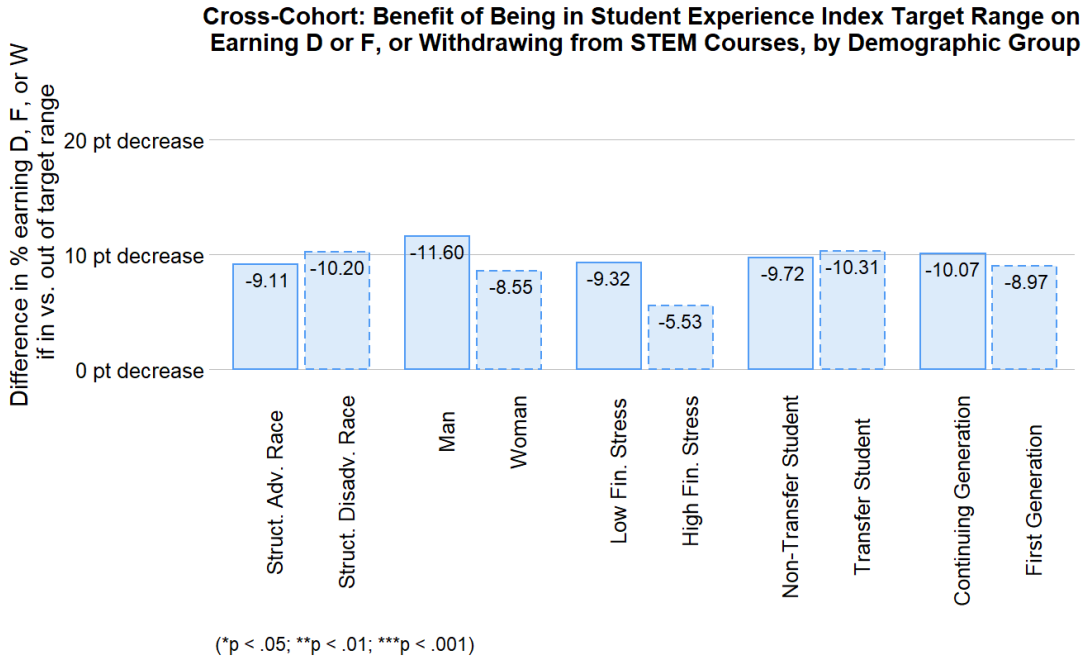
	n1	n2	pct (n1)	diff	se	t-score	p-value
In Target Range	164	753	17.82%	−5.53	4.34	1.28	0.3569
Transfer Student							
Out of Target Range	222	758	22.69%				
In Target Range	234	1,660	12.38%	−10.31	1.89	5.44	0.0020
First Generation							
Out of Target Range	270	918	22.76%				
In Target Range	312	1,948	13.79%	−8.97	1.40	6.41	0.0000

Chart 2.10.2 shows the percent of students in demographic groups that have been **traditionally well-served in higher education or STEM fields** who earned a D or F grade, or who had a withdrawal on their transcript in SEP participating STEM courses, by SEI score at the end of the term. The percentage point difference between students in the target range and out of the target range is shown in a lighter shade of blue. These shaded portions of the bars represent the relative impact of being in the SEI target range for that group.



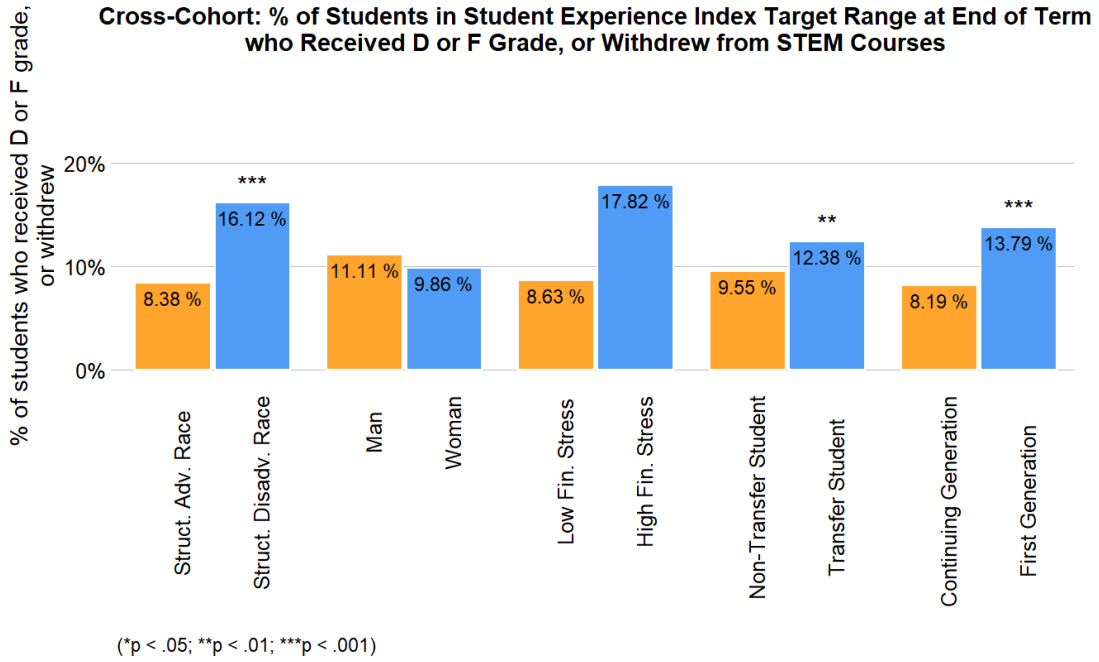
	n1	n2	pct (n1)	diff	se	t-score	p-value
Struct. Adv. Race							
Out of Target Range	294	1,389	17.50%				
In Target Range	316	3,447	8.38%	−9.11	1.04	8.74	0.0000
Man							
Out of Target Range	300	1,022	22.70%				
In Target Range	323	2,586	11.11%	−11.60	1.18	9.84	0.0000
Low Fin. Stress							
Out of Target Range	280	1,280	17.95%				
In Target Range	344	3,642	8.63%	−9.32	0.97	9.58	0.0000
Non-Transfer							
Out of Target Range	319	1,336	19.27%				
In Target Range	339	3,210	9.55%	−9.72	1.33	7.33	0.0007
Cont. Generation							
Out of Target Range	250	1,122	18.26%				
In Target Range	252	2,832	8.19%	−10.07	1.61	6.25	0.0097

Charts 2.10.1 and 2.10.2 show the within-group benefit of being in the SEI target range by midterms or later for traditionally underserved (chart 2.10.1) and well-served (chart 2.10.2) students. In chart 2.10.3 below, we compare the percentage point gap between those in and out of SEI target range to assess whether there is a particular benefit of being in the target range on DFW grade outcomes for underserved or well-served students (ex: is there a larger impact of being in the SEI target range for women compared to men with regard to DFW outcomes?). There is no significant difference in the effect of being in the SEI target range for traditionally underserved vs. traditionally well-served students. That is, the association between being in the SEI target range and earning an D or F grade, or withdrawing from STEM courses is not meaningfully different for students in traditionally underserved groups compared to students in traditionally well-served groups.



	n1	n2	benefit	difference	se	t-score	p-value
Race							
Struct. Adv. Race	610	4,836	−9.11				
Struct. Disadv. Race	485	1,958	−10.20	−1.09	2.18	−0.50	0.6318
Gender							
Man	623	3,607	−11.60				
Woman	491	3,350	−8.55	3.04	2.73	1.11	0.3656
Financial Stress							
Low Fin. Stress	624	4,922	−9.32				
High Fin. Stress	339	1,329	−5.53	3.78	4.52	0.84	0.5152
Transfer							
Non-Transfer Student	658	4,546	−9.72				
Transfer Student	457	2,417	−10.31	−0.59	1.72	−0.34	0.7306
Generation							
Continuing Generation	503	3,953	−10.07				
First Generation	582	2,866	−8.97	1.10	1.85	0.59	0.5576

Chart 2.10.4 compares the percent of students who were both in the SEI target range at the end of the term, and earned a D or F grade, or who withdrew from a SEP participating **STEM courses**, by demographic group membership.

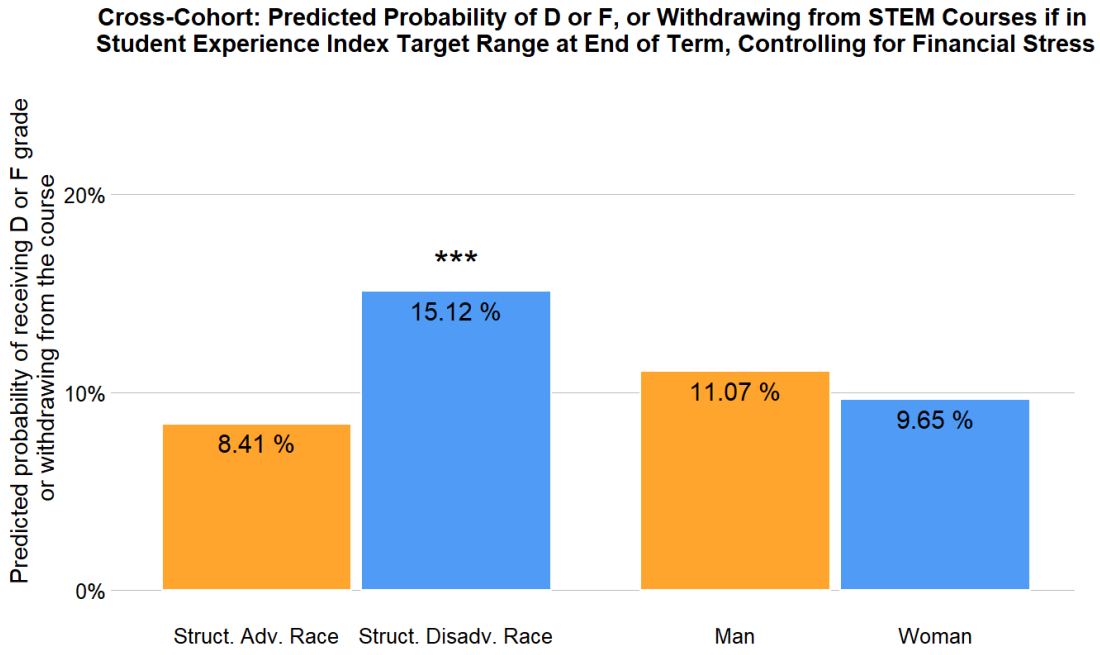


	n1	n2	pct (n1)	diff	se	t-score	p-value
Race							
Struct. Adv. Race	316	3,447	8.38%				
Struct. Disadv. Race	250	1,300	16.12%	7.74	1.10	7.02	0.0000
Gender							
Man	323	2,586	11.11%				
Woman	250	2,280	9.86%	−1.25	1.18	1.05	0.3521
Financial Stress							
Low Fin. Stress	344	3,642	8.63%				
High Fin. Stress	164	753	17.82%	9.19	2.20	4.17	0.0619
Transfer Status							
Non-Transfer Student	339	3,210	9.55%				
Transfer Student	234	1,660	12.38%	2.83	0.88	3.20	0.0014

	n1	n2	pct (n1)	diff	se	t-score	p-value
Generation							
Continuing Generation	252	2,832	8.19%				
First Generation	312	1,948	13.79%	5.60	0.88	6.37	0.0000

Analyses of students' experiences in the Student Experience Project indicate a significant gap in student experiences by level of financial stress. Students who are experiencing basic needs insecurity are less likely to be in the target SEI zone than are their better resourced peers, across all other intersectional demographic group memberships (see charts 1.3.1 - 1.3.3). To gain insight into how this bifurcation in student experience on the basis of financial stress may also be associated with academic outcomes, we used multiple regression analysis to assess the interactions between the SEI index and our other primary demographic variables of interest (race and gender) when controlling for students' level of financial stress (e.g., once we control for financial stress level in our analysis, are gender and race still predictive of academic outcome?).

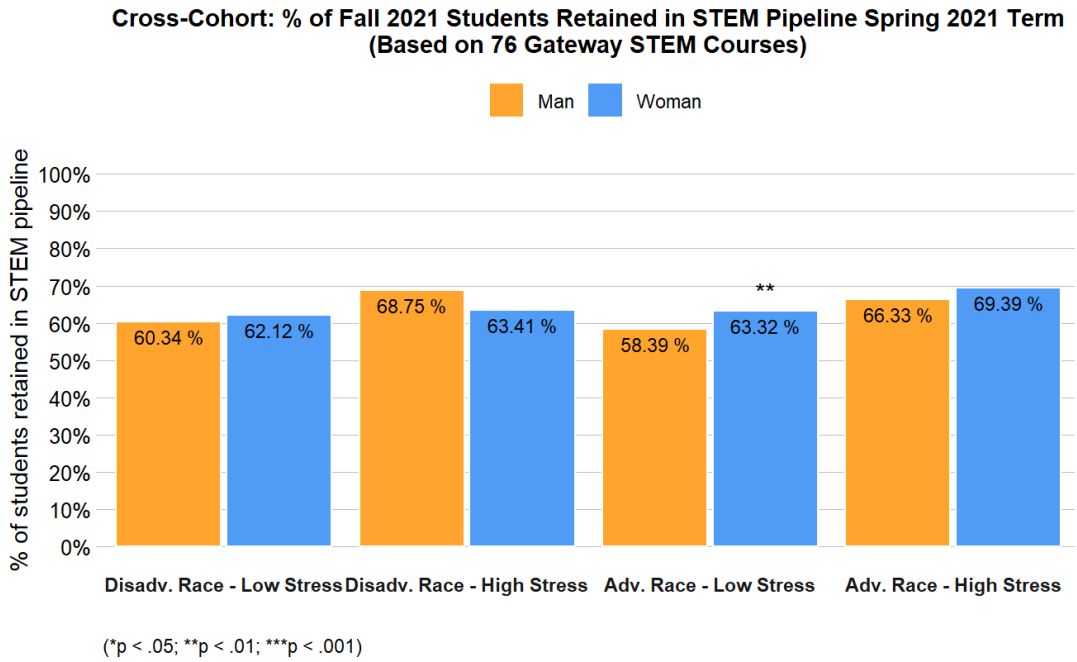
Chart 2.10.5 shows the predicted probability of earning an D or F, or withdrawing from a SEP STEM course for students who are in the SEI target range, by gender and race, controlling for financial stress level.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Gender							
Man	274	2,266	11.07%				
Woman	230	2,070	9.65%	−1.42	0.71	−1.99	0.0571
Race							
Struct. Adv. Race	275	3,132	8.41%				
Struct. Disadv. Race	228	1,204	15.12%	6.71	0.87	7.67	0.0000

11. Are there gaps in term-to-term retention in the STEM pipeline by student demographic groups?

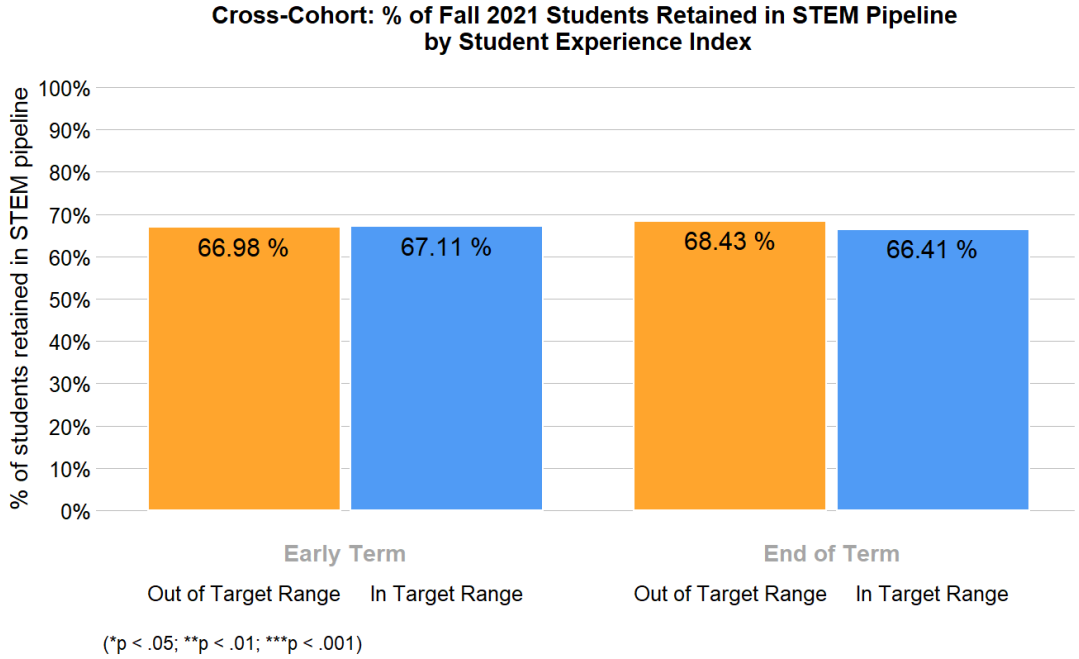
Chart 2.11.1 presents term over term STEM retention data for students who were enrolled in **SEP gateway STEM courses** in Fall 2021. Using enrollment data, this chart compares students who enrolled in one or more STEM classes in the Spring 2022 term, or who graduated in Fall 2021 (e.g., retained in the STEM pipeline), to those who did not enroll in any STEM classes in the Spring 2022 term (e.g., not retained in the STEM pipeline).



	n1	n2	pct (n1)	diff	se	t-score	p-value
Disadv. Race - Low Stress							
Man	350	230	60.34%				
Woman	369	225	62.12%	1.78	2.84	0.62	0.5322
Disadv. Race - High Stress							
Man	121	55	68.75%				
Woman	182	105	63.41%	−5.34	4.55	1.17	0.2413
Adv. Race - Low Stress							
Man	1,016	724	58.39%				
Woman	668	387	63.32%	4.93	1.91	2.58	0.0099
Adv. Race - High Stress							
Man	199	101	66.33%				
Woman	204	90	69.39%	3.05	3.83	0.80	0.4255

12. Is being in the Student Experience Index target range predictive of retention in the STEM pipeline?

Chart 2.12.1 presents the percentage of Fall 2021 STEM students who were retained in the STEM pipeline in Spring 2022 by Student Experience Index score at the beginning of the term and at the midterms point forward.



	n1	n2	pct (n1)	diff	se	t-score	p-value
Early Term							
Out of Target Range	1,984	979	66.98%				
In Target Range	3,288	1,612	67.11%	0.14	1.20	0.11	0.9098
End of Term							
Out of Target Range	1,736	802	68.43%				
In Target Range	3,536	1,790	66.41%	−2.03	1.14	1.79	0.0742

Copilot-Ascend Participation and Attrition

Data on students' experiences of their learning environments are collected periodically throughout the term via brief student feedback surveys in Copilot-Ascend. In order to consider how analysis results may be informed by self-selection bias among survey respondents, it is important to understand which students are being lost to attrition in the data collection process.

The following tables display descriptive statistics comparing students who participated in both the first and last cycles (complete cases) to those who are missing on one or both cycles (incomplete cases) by demographic subgroups.

Gender

	Frequency		Percent	
	Incomplete	Complete	Incomplete	Complete
Man	3,345	2,759	54.80%	45.20%
Woman	3,063	3,062	50.01%	49.99%
Chi-square = 27.95, df = 1, p-value = 0.0000				

Structural Race Group

	Frequency		Percent	
	Incomplete	Complete	Incomplete	Complete
Struct. Adv. Race	4,432	3,900	53.19%	46.81%
Struct. Disadv. Race	1,798	1,828	49.59%	50.41%
Chi-square = 13.02, df = 1, p-value = 0.0003				

Financial Stress

	Frequency		Percent	
	Incomplete	Complete	Incomplete	Complete
Low Fin. Stress	4,288	4,376	49.49%	50.51%
High Fin. Stress	1,535	1,085	58.59%	41.41%
Chi-square = 66.28, df = 1, p-value = 0.0000				

Intersectional Identity

	Frequency		Percent	
	Incomplete	Complete	Incomplete	Complete
sar_men_low	1,771	1,593	52.65%	47.35%
sar_men_high	431	262	62.19%	37.81%
sar_women_low	1,352	1,469	47.93%	52.07%
sar_women_high	453	331	57.78%	42.22%
sdr_men_low	463	522	47.01%	52.99%
sdr_men_high	213	158	57.41%	42.59%
sdr_women_low	560	742	43.01%	56.99%
sdr_women_high	384	316	54.86%	45.14%
Chi-square = 113.29, df = 7, p-value = 0.0000				

U.S. Department of Education

Office of Postsecondary Education

Student Service--Federal TRIO Programs

2021-22 FINAL ANNUAL PERFORMANCE REPORT

IN PDF FORMAT

Summary of Data

and

Prior Experience Points, or Results of Standard Assessments

P042A200776

University of New Mexico

Student Support Services Project

Important! Read!

You must submit a signed copy of Section I of your annual performance report (APR) that certifies that the information submitted electronically is accurate, complete, and readily verifiable. Section I of the completed APR form includes signature lines for the project director and certifying official for the grantee institution or agency. Once you have secured the required signatures, please scan the signed Section I and then log back into the APR Web site to upload the document using the functionality on the APR site.

Section I, Part 1 - Project Identification/Characteristics/Certification/Warnings

1.	**PR/Award Number:**	P042A200776
2.	**Type of Institution:**	Public 4 - Year
3.	**Project Type:**	Regular
4.	**Report Period:**	9/1/2021 - 8/31/2022
5.	**GPA Scale:**	4 Point Scale
6.	**Name of Grantee Institution:**	University of New Mexico
7.	**Address:**	**Campus:** 1 University of New Mexico **Street:** **City:** Albuquerque **State:** NM **Zip:** 87131
8.	**Project Director Information**	
	8a. Name of Project Director:	Dawn BlueSky-Hill
	8b. Telephone Number:	505-277-3230
	8c. Fax Number:	505-277-2182
	8d. Email Address:	dbluesky@unm.edu
9.	**Data Entry Person Information**	
	9a. Name of Data Entry Person:	Dawn BlueSky-Hill
	9b. Telephone Number:	505-277-3230
	9c. Email Address:	dbluesky@unm.eddu
10.	**Project Characteristics**	

10a. Has a Summer Bridge Program: No

10b. If yes in field #10a, number of summer bridge participants served:

10c. Used Federal grant funds to provide Grant Aid? Yes

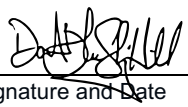
10d. Required to provide matching funds for Grant Aid? No

10f. Received institutional or other non-federal funds? No

Certification: We certify that the performance report information reported and submitted electronically on 3/27/2023 3:41:20 PM is readily verifiable. The information reported is accurate and complete to the best of our knowledge.

Dawn A. Blue Sky-Hill
Name of Project Director (Print)

Name of Certifying Official (Print)


Signature and Date

Signature and Date

Warning:

Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.591 and 75.720).

Section I, Part 2—Project Required Services

Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	27	0
Advice and assistance in postsecondary course selection	140	0
Education/counseling to improve financial and economic literacy	126	0
Information in applying for Federal Student Aid	161	0
Assistance in completing and applying for Federal Student Aid	74	1
Assisting in applying for admission to Graduate School and obtaining Federal student aid (not applicable to 2-year institutions)	42	0

Section I, Part 3—Competitive Preference Priorities

In the 2020 Student Support Services grant competition, applicants were given the option to earn additional points by proposing strategies to foster flexible and affordable paths to obtaining knowledge and skills (Competitive Preference Priorities 1a and 1b) and foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens (Competitive Preference Priorities 2a and 2b).

1a. If your project earned points for competitive preference priority #1, please enter the number of students who received the intervention during the 2021-22 reporting year: 117

1b. Please describe what activities your project enacted in during the 2021-22 reporting year in order to foster flexible and affordable paths to obtaining knowledge and skills.

UNM Student Support Service improves collaboration between education providers and employers to prepare students for the workforce in in-demand industries. The university requires employers to register with UNM Career Services (CS) to manage and evaluate employers prior to their access to the student population. Collaboration with CS ensures SSS participants have access to robust career-based resources. SSS has staff ready to support participants in career planning. One professional SSS staff has formal training as a Global Career Development Facilitator courtesy of training directly provided by CS. A variety of offered SSS activities and workshops are provided that develop student skills necessary to be employable. The SSS application provides an assessment of career goals and their choice of academic major. At the SSS orientation, Peer Coaches are matched with participants based on an academic need or major or career choice. The pairs allow personal interaction, and testimonials on their college experiences with internships, research experience, and career options. They also share academic strategies and suggestions for interacting with faculty and connecting with CS. SSS collaborates with CS's Diplomat in Residence, U.S. Department of the State. SSS workshops provide information on what to expect in SSS Advising meetings, the importance of connecting major to career goals, and gaining employment experience in their field of choice. SSS participant intakes and regular updates on student progress assess student needs while ensuring majors match their career choice. Participant SMART action plans include career development with an emphasis on major-to-career in in-demand sectors. SSS collaborates with UNM CS to provide ongoing monthly workshops and resources on resumes, cover letters, internships, career fairs, and UNM 5-skills which are highly desirable skills deemed by NM employers. SSS holds regular bi-weekly meetings between the Peer Coaches and participants. SSS advisors have monthly meetings with the participants.

2a. If your project earned points for competitive preference priority #2, please enter the number of students who received the intervention during the 2021-22 reporting year: 135

2b. Please describe what activities your project engaged in during the 2021-22 reporting year to foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

To inform and develop productive citizens, SSS is committed to improving participants' knowledge of personal financial literacy, financing their higher education and repayment of student loans, and other personal skills of building personal financial responsibility. SSS collaborates with the Center for Financial Capabilities (CFC), a newer office on campus. The CFC provides enrolled students with financial outreach and programming through the Dean of Students Office to strengthen money management. With collaboration from CFC, SSS provided workshops throughout the academic year including a workshop on budgeting, understanding credit, building credit, loan management, and paying off debt. The collaboration has impacted the SSS staff, and SSS participants by increasing their knowledge of positive money management which ultimately contributes to participants being informed, thoughtful, and productive individuals. Strengthening the support of SSS, the SSS staff attended CFC workshops and relayed this information to participants in a train-the-trainer model. SSS provides workshops and information on identity theft, email scams, and other financial scams targeting college students. SSS provides the participants with information on how to access the university IT office to report possible scams and observe the latest IT email threats to students. Other workshops provided are budgeting, building credit, filing FAFSA, and understanding your financial aid award that includes the types of federal student loans and limiting loan amounts to make loan debt manageable for life after college. SSS participants are updated on FAFSA deadlines and understand UNM Bursar holds to continue their progression from one semester to the next. SSS Peer Coaches and Advisors work with participants to assess their financial health during regular meetings.

Number Funded to Serve and Standard Objectives for 2021-22 Project Year

The following information reflects the approved funded number of participants to be served and the project objectives for grant award cycle 2021-22.

Number Funded to Serve:

In 2021-22, this project is funded to serve 160 participants.

Sector of Grantee Institution:

Public 4 - Year

Standard Objective(s):

A. 2021-22 Persistence Rate: **77%** all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.

B. 2021-22 Good Academic Standing Rate: **89%** of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

C1. Graduation Rate (4-year institution only): **55%** of 2016-17 new participants served will graduate with a bachelor's degree or equivalent within six (6) years.

Note: *A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(b) of the SSS program regulations.*

Participant Status Summary Report

Participant Status Code	Total number of Participant
1= New participant	36
2 = Continuing participant	84
3 = Prior-year participant (enrolled but not receiving SSS services)	12
4 = Prior-year participant (no longer enrolled at grantee institution)	92
8 = New Summer participant—Earned College Credits (2022 summer session only; part of 2022-23 cohort)	0
9 = New Summer participant— Did not Earn College Credits (2022 summer session only; part of 2022-23 cohort)	42
Total:	**266**

Cohort Comparison Report

Comparison of Participants in Your 2021-22 APR Data File Submission vs. the 2020-21 File by Cohort Year		
Cohort Year	**Number of Participants in Your 2021-22 APR Data File**	**Number of Participants in Cohort Year According to SSS System of Records**
18 = 2016-17	44	44
19 = 2017-18	36	36
20 = 2018-19	35	35
21 = 2019-20	41	41
22 = 2020-21	32	32
TOTAL	**188**	**188**

Additional Information Regarding Your 2020-21 APR Data File
Number of New Participants (this is your 2021-22 cohort) = 36
Number of New Summer Participants (These students will be assigned to your 2022-23 cohort) = 42
Number Participants where cohort year is "Not Applicable" (field 21, option 99) = 0

Funded Rate and Eligibility Status Table and Current Participants Report

2021-22 Funded Rate and Eligibility Table

The table below provides information on (a) the number and percentage of participants funded to serve and served; (b) the number and percentage of participants served who were (i) college students who were both low-income and first-generation and/or (ii) individuals with disabilities (including students with disabilities who were also low-income); and, if applicable, (c) the number and percentage of all students with disabilities who were also low-income. As noted below, the one-third eligibility requirement only applies if the project served at least one student with a disability.

The information provided in the section "**Number of Participants Funded to Serve & Served**" makes clear whether the project served at least as many participants as the project was funded to serve.

The information provided in the section "**2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income**" shows whether at least 66% of the project's participants were low-income individuals who were first-generation college students, or individuals with disabilities. To determine whether your project met this requirement, the numeral in the column "Number of first-generation and low-income, and/or disabled including disabled who are also low-income" was divided by the numeral in the column "Number of Current Participants Served."

The information provided in the section "**1/3 Eligibility Requirement: Students w/disabilities who are low-income***" shows whether at least 33% of students with disabilities served were also low-income individuals. This requirement applies only to projects that served students with disabilities; if a project served any such students, at least one-third must also be low-income. To determine whether your project met this requirement, the numeral in the column "Number of students w/disabilities who are also low-income" was divided by the numeral in the column "All students with disabilities."

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility status codes for each current participant for whom you provided information are correct. Your "current participants", are coded in field 22 as a 1, 2, 8, or 9.

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply.

Funded Rate and Eligibility Status Table							
Number of Participants Funded to Serve & Served			**2/3 Eligibility Requirement: First-generation and low-income, and/or students w/ disabilities including students with disabilities who are also low-income**		**1/3 Eligibility Requirement: Students w/disabilities who are low-income***		
Number Funded to Serve	Number of Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	All students with disabilities	Number of students w/disabilities who are also low-income	1/3 Eligibility Percent
160	162	101%	133	82%	14	9	64%

2021-22 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, and new (summer only) participants (1, 2, 8, or 9) along with the participant's eligibility status and student's cohort year.

- Your current participants are derived from field #22, Participant Status, and are coded as follows:
  1 New participant (for this reporting period; part of the 2021-22 cohort)
  2 Continuing participant
  8 New Summer participant Earned College Credits (2022 summer session only; part of 2022-23 cohort)
  9 New Summer participant **Did not** Earn College Credits (2022 summer session only; part of 2022-23 cohort)
- The eligibility status codes are derived from field #15 and are:
  1 Low-Income and First-Generation,
  2 Low Income Only,
  3 First-Generation Only,
  4 Disabled, and
  5 Disabled and Low Income.
- The student's cohort year codes are derived from field #21 and are:
  18 2016-17
  19 2017-18
  20 2018-19
  21 2019-20
  22 2020-21
  23 2021-22
  24 2022-23
  99 Not applicable, (not part of any cohorts listed above)

Review the information carefully and:

- verify the participant and eligibility status codes are correct.
- verify that all students reported as current participants (1, 2, 8, or 9) were actually served during this reporting period.
- verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- provide an explanation if you did not meet the number of participants funded to serve.

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	22 2020-21
[redacted]	1 New participant (2021-22 cohort)	1 Low-Income and First-Generation	23 2021-22
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	21 2019-20
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	21 2019-20
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	21 2019-20
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	21 2019-20
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	21 2019-20
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	21 2019-20
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	21 2019-20

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	3 F rst-Generat on On y	21 2019-20
[redacted]	2 Cont nu ng part c pant	2 Low Income On y	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	3 F rst-Generat on On y	21 2019-20
[redacted]	2 Cont nu ng part c pant	3 F rst-Generat on On y	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	2 Low Income On y	21 2019-20
[redacted]	2 Cont nu ng part c pant	4 D sab ed	21 2019-20
[redacted]	2 Cont nu ng part c pant	2 Low Income On y	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	20 2018-19
[redacted]	2 Cont nu ng part c pant	3 F rst-Generat on On y	21 2019-20

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	3 First-Generation Only	20 2018-19
[redacted]	9 New Sumr. Not Earn Colg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	18 2016-17
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	18 2016-17
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	19 2017-18
[redacted]	2 Continuing participant	2 Low Income Only	19 2017-18
[redacted]	2 Continuing participant	2 Low Income Only	19 2017-18
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	19 2017-18
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	19 2017-18
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	19 2017-18
[redacted]	2 Continuing participant	2 Low Income Only	20 2018-19
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	2 Low Income Only	20 2018-19
[redacted]	2 Continuing participant	1 Low-Income and First-Generation	20 2018-19
[redacted]	2 Continuing participant	5 Disabled & Low Income	20 2018-19

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	20 2018-19
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	20 2018-19
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	20 2018-19
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	20 2018-19
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	20 2018-19
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	1 New part c pant (2021-22 cohort)	4 D sab ed	23 2021-22
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	4 D sab ed	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	5 D sab ed & Low Income	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	3 F rst-Generat on On y	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	3 F rst-Generat on On y	23 2021-22
[redacted]	2 Cont nu ng part c pant	5 D sab ed & Low Income	22 2020-21
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	1 New part c pant (2021-22 cohort)	3 F rst-Generat on On y	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	3 F rst-Generat on On y	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	5 D sab ed & Low Income	23 2021-22
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	21 2019-20
[redacted]	1 New part c pant (2021-22 cohort)	2 Low Income On y	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	3 F rst-Generat on On y	23 2021-22
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	4 D sab ed	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	3 F rst-Generat on On y	22 2020-21
[redacted]	2 Cont nu ng part c pant	3 F rst-Generat on On y	22 2020-21
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	2 Low Income On y	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	2 Low Income On y	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	22 2020-21
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	19 2017-18
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	18 2016-17
[redacted]	1 New part c pant (2021-22 cohort)	5 D sab ed & Low Income	23 2021-22
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	5 D sab ed & Low Income	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	3 F rst-Generat on On y	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	3 F rst-Generat on On y	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	3 F rst-Generat on On y	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	5 Disabled & Low Income	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	3 First-Generation Only	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	3 First-Generation Only	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	3 First-Generation Only	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	5 Disabled & Low Income	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	3 First-Generation Only	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	5 Disabled & Low Income	24 2022-23
[redacted]	9 New Sumr. Not Earn Collg Crdts (2022 sumr only; part of 2022-23 chrt)	1 Low-Income and First-Generation	24 2022-23
[redacted]	1 New participant (2021-22 cohort)	1 Low-Income and First-Generation	23 2021-22

Current Participants and Eligibility Status Report for 2021-22 (Participant Status = 1, 2, 8, or 9)

Participant's Name	Participant Status	Eligibility Status	Cohort Year
[redacted]	2 Cont nu ng part c pant	1 Low-Income and F rst-Generat on	19 2017-18
[redacted]	1 New part c pant (2021-22 cohort)	1 Low-Income and F rst-Generat on	23 2021-22
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	1 Low-Income and F rst-Generat on	24 2022-23
[redacted]	9 New Sumr. Not Earn Co g Crdts (2022 sumr on y; part of 2022-23 chrt)	4 D sab ed	24 2022-23

Critical Fields Verification Report

The Department has identified the following six (6) fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, “No Response/Unknown” is a valid response; however, high percentages of these responses are not in the project’s best interests. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field. If you have critical fields with a high percentage of "No response/Unknown", we recommend correcting the data offline and uploading the corrected file.

Field No.	Field Name	Number with No Response/Unknown	Percent
7.	DOB	0	0%
23.	Enrollment Status (at end of the 2021-22 academic year)	0	0%
24.	Academic Standing	0	0%
31.	Degree/Certificate Completed	0	0%
32.	Date of Undergraduate Degree/Certificate	0	0%
34.	Persistance status (at the beginning of 2022-23 academic year)	0	0%

U.S Department of Education
Office of Postsecondary Education/Federal TRIO Programs
Student Support Services (SSS) Program
Individual Prior Experience (PE) Points Report
2021-22 Reporting Year

PR/Award Number: P042A200776
Grantee: University of New Mexico
State: NM
Sector: Public 4 - Year
First Funded in FY 2020: No

Introduction

The Prior Experience (PE) point earned for the 2021-22 reporting year are contingent on the basis of serving the approved number of students and meeting or exceeding the projects approved objectives. The Department calculated the PE points using student-level data as reported in the project's 2021-22 annual performance report (APR). For a summary of policies and procedures for calculating a projects PE points, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2021-22 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2021-22 is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 646.22(b)).

To be eligible to earn PE points for the attainment (degree) criterion, a project must have submitted an APR for the year in which the cohort was established.

The Funded Number Criterion is based on the project having served the approved funded number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "***How is the Funded Number Criterion Calculated?***"

2021-22 Summary Results for the Prior Experience (PE) Points (P042A200776)

Criteria	Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned
Persistence	4	77%	93%	4
Good Academic Standing	4	89%	98%	4
Bachelor's Degree	4	55%	59%	4
Funded Number	3	**Number of Participants Funded to Serve**: 160 / **Number of Participants Served**: 162 / **Percent Served**: 101%		3
A project that served less than 90 percent of the number of students the project was funded to serve in 2021-22 is not eligible to earn points for any of the criteria in this assessment year.				
Total PE Points Earned	15			15

PR/Award Number: P042A200776
Grantee: University of New Mexico
State: NM
Sector: Public 4 - Year
First Funded in FY 2020: No

Funded Number

The Funded Number Criterion is based on the project having served the approved funded number of participants. To be considered for PE Points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "***How is the Funded Number Criterion Calculated?***"

2021-22 Results for the Funded Number Criterion			
Number of Participants Funded to Serve	**Number of Participants Served**	**Percent Served**	**PE Points Earned**
160	162	101%	3

Persistence

The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year.

The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year. For a detailed description on how the rate was calculated, please see the Appendix, under "***How is the Persistence Rate Calculated?***"

Note: The Actual Persistence Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served.

2021-22 Results for the Persistence Objective					
Number of Participants Funded to Serve	**Number of Participants Served**	**Number Persisted**	**Approved Persistence Objective**	**Actual Persistence Rate**	**PE Points Earned**
160	162	150	77%	93%	4

Good Academic Standing (GAS)

Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For a detailed description on how the rate was calculated, please see the Appendix, under "***How is the Good Academic Standing Rate Calculated?***"

Note: The Good Academic Standing Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served minus any new summer participants served by the project that did not earn college credit. If applicable to your project, the Numbers of Participants Funded to Serve and the Number of Participants Served shown in the table below do not include the new summer participants that did not earn college credit.

2021-22 Results for the Good Academic Standing (GAS) Objective					
Number of Participants Funded to Serve	**Number of Participants Served**	**Number in GAS**	**Approved GAS Objective**	**Actual GAS Rate**	**PE Points Earned**
118	120	118	89%	98%	4

PR/Award Number: P042A200776
Grantee: University of New Mexico
State: NM
Sector: Public 4 - Year
First Funded in FY 2020: No

Bachelor's Degree Attainment (4-year institutions)

Bachelor's degree attainment is defined as the percentage of new participants served in the Cohort Year who graduated with a bachelor's degree within six reporting years. For a detailed description on how the rate was calculated, please see the Appendix, under "***How is the Bachelor's Degree Attainment Rate Calculated?***"

Note: If your project was first funded in 2017-18 or you did not submit an APR in the previous reporting period, you are not eligible to receive a score.

2021-22 Results for the Bachelor's Degree Attainment Objective					
Cohort Year	**Number of Participants in Cohort**	**Number of Participants Attaining Bachelor's Degree**	**Approved Bachelor's Degree Objective**	**Actual Bachelor's Degree Attainment Rate**	**PE Points Earned**
2016-17	44	26	55%	59%	4

IMPACT & OUTLOOK
2020-2021
Community Engagement Center

DIVISION OF STUDENT AFFAIRS

Who We Are

The UNM Community Engagement Center (CEC) was formed in 1997 by faculty, staff, students and communtiy members who wanted to better utilize university and community assets to meet community identified needs through education, community engagement and leadership development. The CEC serves as a university-based intermediary with commmunties to achieve community driven results.

Mission

Anti-racist leadership development for community capacity building

Vision

Nurture a diverse leadership of the next generation of civically minded youth at UNM and CNM from local neighborhoods for community capacity building

Impact on Students

The impact on students is directly related to their leadership development as youth apprentice with mentors within UNM and strong leaders in communities. These experiences in community engagement influence students' retention and degree completion. In addition, there are economic benefits for students as these paid apprenticeships help contribute to the cost of school. Parallel to this impact, students are receiving non-profit workforce development that connects them to a large social and professional network that lead to careers after college.

STUDENT AFFAIRS

Programs, Services, Sub-units and Initiatives

NAME OF PROGRAM, SERVICE, SUB-UNIT OR INITIATIVE	Academic Affairs Engagement*	UNM 5 **
The UNM Service Corps (UNMSC) is a collective of 45 UNM and CNM students who participate in apprenticeship experiences with community-based organizations (CBO). The UNMSC and CBO's collaborate on projects that build the capacity of the organizations to be more effective at impacting educational justice, health justice, economic justice, tribal communities, immigration justice.	Moderate	Communication Critical Thinking Collaboration Professionalism Research and Assessment
Institutional Change Initiatives are central to our impact and are spaces where we partner with faculty, staff, students across UNM main and north campus to shift our institution to be more accountable to the communities of NM. We also partner with organizations and communities across NM to achieve the same end. Some of these initiatives include; the Institute for the UNM Institute for the Study of Race and Social Justice, The UNM Collaborative for Latino Health Equity, The UNM Diversity Council, The UNM Health Equity Inclusion and Vibrancy network, The NM Antiracist Youth Leadership Institute and Families United for Education. These initiatives collectively aim to improve the education systems in New Mexico.	Extensive	Communication Critical Thinking Collaboration Professionalism Research and Assessment
Public Allies New Mexico partners with 20 community-based organizations (CBOs) and government-based organizations to host 25 apprenticeship experiences for young people in New Mexico. The apprenticeship is full-time where youth are offered a monthly stipend and educational award at the end of the experience. In 2020-2021 the program leveraged $72,000 of scholarship monies for young people who were not otherwise economically supported to pursue higher education. Additional individuals served are clients of the 25 CBO's.	Moderate	Communication Critical Thinking Collaboration Professionalism
FoodCorps New Mexico is a state-wide initiative that aims to create healthy school environments that contribute to the success of all students. 10 young people from New Mexico take lead from schools and community-based organizations on how they can best be of service in providing hands on learning, healthy school meals, and a school wide culture of health. In 2020-2021 FoodCorps leveraged $60,000 in scholarship monies for NM youth, who served countless numbers of students across 5 NM school districts.	Minimal	Collaboration Professionalism

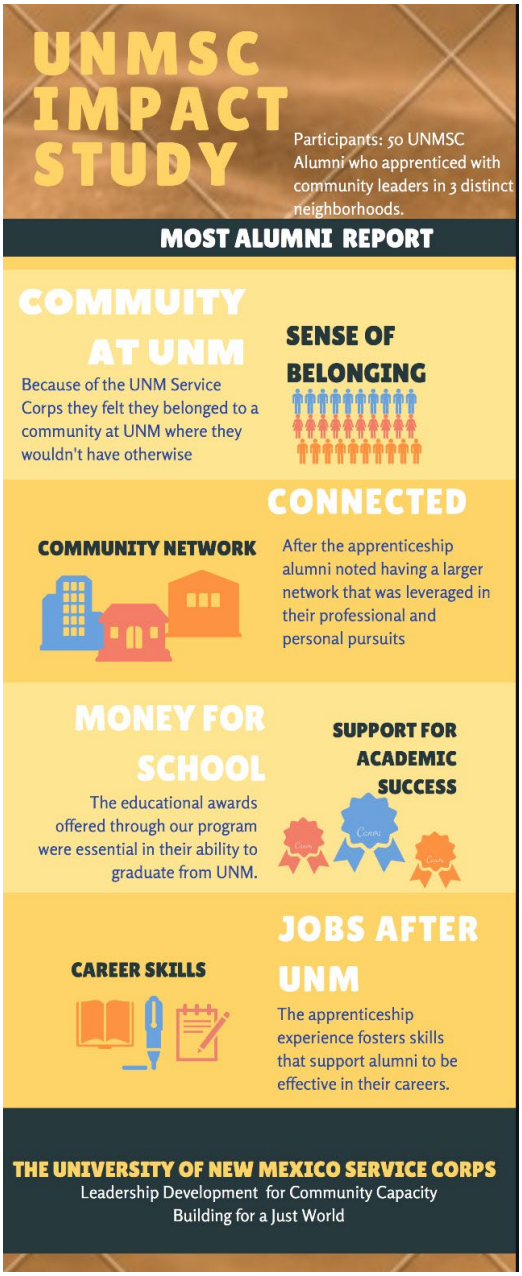
Fiscal Update, Revenues

Source	Amount
Student Fee Review Board	$ 72,083
Private Foundations	$185,478
Government	$10,000
Total	$267,561

Goals for 2021-22

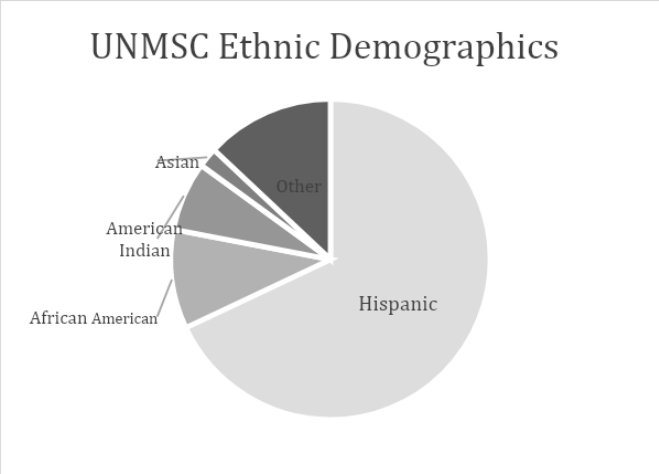
1. Support students' Community Engagement virtual engagement in communities during COVID-19 Pandemic.
2. Aligning national program models including Public Allies, NM Dream Team/United We Dream, FoodCorps with UNM Service Corps program and local initiatives that aim for common results.
3. Facilitate 5th Annual Institute for Antiracist Youth Leadership. Continue Antiracism workshops for Albuquerque Public Schools, UNM campus and community partners.

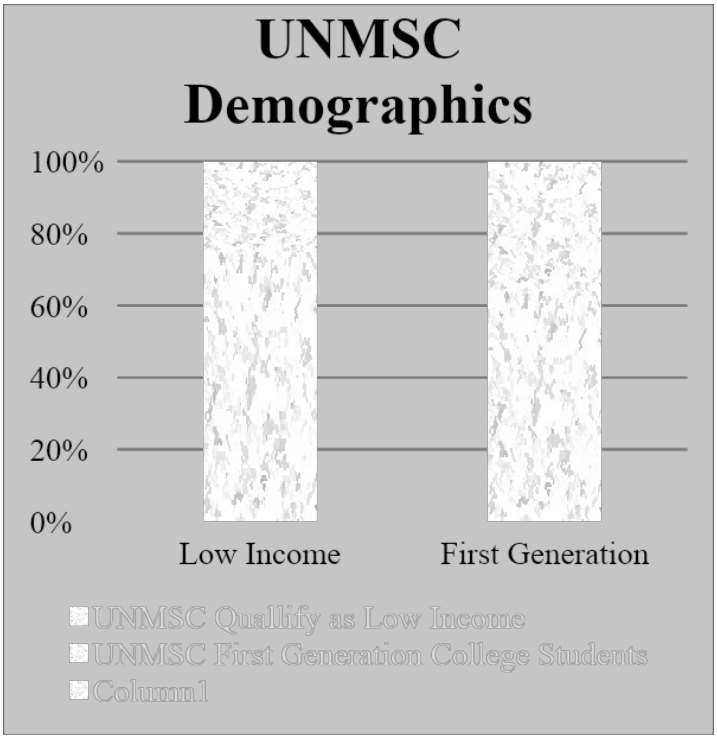
4. Submit UNM Service Corps Impact Study for publication
5. Incorporate United Community Academic Charter School to integral CEC programming
6. Secure Five-Year fixed funding for all CEC operation
7. Pursue partnerships and active engagement in initiatives that focus on the result of Institutional change for equity.



Selected Impacts and Outcomes

- Benefit Cost Ratio for CEC shows that for every $1 we receive there is $3.51 in benefits
- 70 students impacting 2000 lives
- Over 50 antiracism workshops
- 1.9 million in scholarships for almost 1000 students
- Career exploration as a part of leadership program
- 86% people of color
- 44% graduation rate
- Most low-income first-generation students





Quick Facts

- In 2020-2021 our members served over 90,000 hours helping non-profit organizations to build their capacity.
- Our program participants and alumni range across all disciplines and career sectors
- Over $300,000 for education awards were given to youth from New Mexico communities
- Alumni report that the UNMSC program was essential in their ability to succeed at UNM

Kiran Katira, Director
MSC 06 3715, 400 Cornell Drive, SSC Suite 255 D
Albuquerque, NM 87131-001
Phone: (505) 277-5158 Fax: (505) 277-9123
UNMSC@unm.edu

Note: Your privacy is very important to us. To better serve you, the form information you enter is recorded in real time.

Department Name*
Upload department logo* No File Chosen
Who we are*Characters remaining:

12000/12000

write a one paragraph description intended for someone who has never heard of you
Mission Statement for your Department*Characters remaining:

15000/15000

Vision Statement for your Department*Characters remaining:

15000/15000

Impact on Students*
Write a one paragraph description of the ways in which your program impacts students

Selected Impacts and Outcomes Visuals

Departments are encouraged to upload tables, charts, graphs, etc., which represent impacts/outcomes visually. Be specific to retention and graduation. Highlight demographics, outcomes, products, or other impacts/outcomes that can be quantified. .

File* No File Chosen
File * No File Chosen
Need to add more visuals?
yesno

Top 5 Programs, Services, Sub-Units or Initiatives

Note: *Extensive engagement is defined as UNM faculty being involved with more than 50% of either program planning or implementation. Moderate engagement involves faculty in 11-49%, and minimal engagement involves faculty in 0-10%

Program, Service, Sub-Unit or Initiative #1*
Matching UNM 5 Essential Skill *

	Critical Thinking	Communication	Collaboration	Research & Assessment	Professionalism
UNM 5 Essential Skill	Matching UNM 5 Essential Skill : UNM 5 Essential Skill (Critical Thinking)	UNM 5 Essential Skill (Communication)	UNM 5 Essential Skill (Collaboration)	UNM 5 Essential Skill (Research & Assessment)	UNM 5 Essential Skill (Professionalism)

What is the level of Academic Affairs Involvement *

	Extensive	Moderate	Minimal
Level of academic affairs involvement	What is the level of Academic Affairs Involvement : Level of academic affairs involvement (Extensive)	Level of academic affairs involvement (Moderate)	Level of academic affairs involvement (Minimal)

Program, Service, Sub-Unit or Initiative #2*
Matching UNM 5 Essential Skill *

	Critical Thinking	Communication	Collaboration	Research & Assessment	Professionalism
UNM 5 Essential Skill	Matching UNM 5 Essential Skill : UNM 5 Essential Skill (Critical Thinking)	UNM 5 Essential Skill (Communication)	UNM 5 Essential Skill (Collaboration)	UNM 5 Essential Skill (Research & Assessment)	UNM 5 Essential Skill (Professionalism)

What is the level of Academic Affairs Involvement *

	Extensive	Moderate	Minimal
Level of academic affairs involvement	What is the level of Academic Affairs Involvement : Level of academic affairs involvement (Extensive)	Level of academic affairs involvement (Moderate)	Level of academic affairs involvement (Minimal)

Program, Service, Sub-Unit or Initiative #3*

Matching UNM 5 Essential Skill *

	Critical Thinking	Communication	Collaboration	Research & Assessment	Professionalism
UNM 5 Essential Skill	Matching UNM 5 Essential Skill : UNM 5 Essential Skill (Critical Thinking)	UNM 5 Essential Skill (Communication)	UNM 5 Essential Skill (Collaboration)	UNM 5 Essential Skill (Research & Assessment)	UNM 5 Essential Skill (Professionalism)

What is the level of Academic Affairs Involvement *

	Extensive	Moderate	Minimal
Level of academic affairs involvement	What is the level of Academic Affairs Involvement : Level of academic affairs involvement (Extensive)	Level of academic affairs involvement (Moderate)	Level of academic affairs involvement (Minimal)

Program, Service, Sub-Unit or Initiative #4*

Matching UNM 5 Essential Skill*

	Critical Thinking	Communication	Collaboration	Research & Assessment	Professionalism
UNM 5 Essential Skill	Matching UNM 5 Essential Skill: UNM 5 Essential Skill (Critical Thinking)	UNM 5 Essential Skill (Communication)	UNM 5 Essential Skill (Collaboration)	UNM 5 Essential Skill (Research & Assessment)	UNM 5 Essential Skill (Professionalism)

What is the level of Academic Affairs Involvement *

	Extensive	Moderate	Minimal
Level of academic affairs involvement	What is the level of Academic Affairs Involvement : Level of academic affairs involvement (Extensive)	Level of academic affairs involvement (Moderate)	Level of academic affairs involvement (Minimal)

Program, Service, Sub-Unit or Initiative #5*

Matching UNM 5 Essential Skill*

	Critical Thinking	Communication	Collaboration	Research & Assessment	Professionalism

UNM 5 Essential Skill	Matching UNM 5 Essential Skill: UNM 5 Essential Skill (Critical Thinking)	UNM 5 Essential Skill (Communication)	UNM 5 Essential Skill (Collaboration)	UNM 5 Essential Skill (Research & Assessment)	UNM 5 Essential Skill (Professionalism)

What is the level of Academic Affairs Involvement *

	Extensive	Moderate	Minimal
Level of academic affairs involvement	What is the level of Academic Affairs Involvement : Level of academic affairs involvement (Extensive)	Level of academic affairs involvement (Moderate)	Level of academic affairs involvement (Minimal)

Add additional programs *
yesno

Funding Sources

Name of Funding Source #1*
Amount*
please use comma and two decimal format (i.e. 1,000.00)
Add more funding sources *
yesno

Goals for 2021-22

List three to five strategic goals for 2020-21. These goals can include ongoing/recurring goals, and/or one-year goals.

Goal #1*
Goal #2*
Goal #3*
Additional Goal
Additional Goal

Quick Facts

List 5 facts or stats that you most want the reader to notice

Short Answer*
Short Answer*
Short Answer*
Short Answer*
Short Answer*
Short Answer

Save and Resume Later
Next
Progress

ENGINEERING STUDENT SUCCESS CENTER

Summary Report

ENGR 195 - Engineering a Bridge to Success

Instructors: Yadéeh Sawyer, PhD & Nada AbdelHack, MA

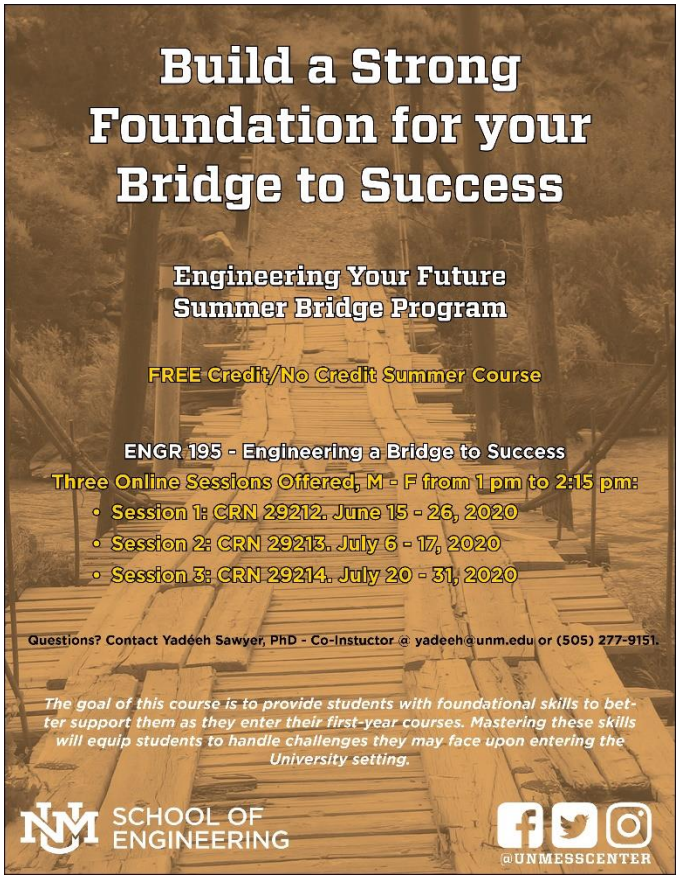
Outline Course, Summer 2020.

Monday – Friday, 1 pm – 2 pm.

3 Sessions:

June 15 – 26; July 6 – 17; July 20 – 31.

The goal of this course was to provide students with foundational skills to better support them as they enter their first-year courses. Mastering these skills will equip students to handle challenges they may face upon entering the University setting.



Course Structure

To obtain a CR (Credit) for the course, students had to earn 70//100 possible points in the course. Thirty-three (33) of the students, 91.6%, earned credit for the course.

Course material was presented via live PowerPoint presentations, with questions and polls presented for continual student engagement.

All course materials, including supplemental material were made available to the students after each session via UNM Learn.

Attendance & Participation

- Attendance to the live sessions was mandatory.
- Participation was required. This was primarily done through asking questions, making comments, responding to prompted "Polls," and otherwise engaging during the live class time.

Logbooks & Homework

- All assignments were submitted daily via LEARN.
- Late assignments were not accepted.
- *Homework:* Either 1) reflected supplemental information or 2) prepared for the following session's content.
- *Logbooks*: Reflect on each day's content. This included, but was limited to, an "always" component that asked 3 things students benefited from or learned and constructive feedback from each session so we can improve.

Engineering Challenge

Goals:

- Begin to understand the challenges inherent in performing even simple tasks.
- Be introduced to the, often strange, results of literalism.
- Become familiar with the structure of technical writing.
- Learn effective communication.
- Learn the necessity of thoroughness.

Part 1: Each student selected a task that could be completed in an average home. They created a "How To" on completing the task that included step-by-step instructions. A reflection on their experience was also required.

Part 2: Each student was given a classmates Part 1 and they were asked to complete the task by following the instructions as explicitly given – at face value and as literal as possible. A reflection on the experience, as well as constructive feedback were also required.

Course Schedule

Week 1:

1) Monday: What is an Engineer/Discuss Logbook & Homework
   - *Supplemental Content*: Engineering in the Real World
   - Engineering Challenge Part 1 assigned (due Friday)
2) Tuesday: Technical Reading and Writing
3) Wednesday: How to talk to Instructors & Citations
4) Thursday: Personal Growth, Student Development, and Goal Setting
   - *Supplemental Content*: Possible Career Pathways & the Scientific Method
5) Friday: Learning, Studying, & Tutoring
   - *Supplemental Content*: Study Groups, Team Work, & Ethics

Week 2:

6) Monday: Time Management and Spatial Reasoning
   - Engineering Challenge Part 2 assigned (due Friday)
7) Tuesday: Critical Thinking & Pop-Science
8) Wednesday: Basic Excel
9) Thursday: Metrics & Scientific Notation
10) Friday: UNM Resources & Advisement

Enrollment (Majors are listed as declared at the time of course participation.)

Section 001

Five students.

- Chemical Engineering (1)
- Civil Engineering (1)
- Mechanical Engineering (2)
- Nuclear Engineering (1)

Section 002

Fifteen students.

- Business Administration (1)
- Chemical Engineering (1)
- Computer Engineering (3)
- Computer Science (4)
- Construction Engineering (1)
- Electrical Engineering (1)
- Mechanical Engineering (3)
- Undecided (1)

Summary across all sections (36 Students)

- Business Administration (1)
- Chemical Engineering (6)
- Civil Engineering (1)
- Computer Engineering (3)
- Computer Science (6)
- Construction Engineering (1)
- Electrical Engineering (4)
- Mechanical Engineering (11)
- Nuclear Engineering (2)
- Undecided (1)

Section 003

Sixteen students (three received No Credit due to lack of participation and work product).

- Chemical Engineering (4)
- Computer Science (2)
- Electrical Engineering (3)
- Mechanical Engineering (6)
- Nuclear Engineering (1)

Student Feedback

Post-Course Communications/Check-In

Feedback was in response to an early Fall 2020 semester check-in email.

- I think the summer bridge course has helped me especially in things like writing emails and not sounding too unprofessional. Since everything's online, writing emails ends up being the most common way I contact people for school now.
- I'm keeping up with my assignments and this is one of the most important thing I learned in 195 (do not procrastinate). Of course, the summer bridge class has helped me in several ways. I'm so lucky I got to know you and Nada from the summer course.
- I would say that the course has proven helpful to me since I have been constantly using the resources that were introduced and I have maintained good habits as an engineer and student.
- My course load is challenging but, the summer bridge course definitely helped in a few areas that I would have otherwise struggled with. Learning how to use Blackboard/Learn before my fall classes began gave me an advantage because rather than struggling to figure out the interface, I was able to focus on the actual material for my courses. Further, the techniques you demonstrated for effective communication have proven very useful throughout this semester. I appreciate all that the ESS does to support its students and provide opportunities to improve our overall experience.
- I found the email section was incredibly helpful, and the course overall familiarized me with Blackboard Learn and helped adjust my expectations for college classes.
- I feel like the summer bridge 100% helped me get back into the school routine, and it also helped me adjust more to online classes.

General course comments

- You guys are very organized and teach amazingly. Keep it up :) I'm learning a lot and having fun in this course.
- I wish we had more time in class to discuss the supplements.
- I really liked this first session and the instructors seemed to be really supportive and patient with all of us.
- I really like this course, it not only helps us during college, but also for the rest of our lives.
- I believe that the statement that there is always someone to help me at UNM was reinforced every day in class because you guys, the instructors, helped me learn and prepare for College with everything you guys taught. I really enjoyed the interactions during the lectures and assignments for this course. I think the involvement you guys encouraged with the questions, polls, and assignments was the most important thing in this class because it made learning much more fun and valued. Keep up the amazing teaching of this class.

- Thank y'all so much for providing this course!
- Everything was great you guys did really good I'm glad I took this class.
- I also enjoyed the interaction between the teacher and students.
- I think this experience is very beneficial in easing into college, especially since it's a new school with new standard, so this class is a nice way to not be "shocked" on the first day of university.
- Throughout all the sessions I remember at the start ESS was mentioned multiple times and from that, I can tell that the people at ESS care about helping new students, and even all the other students, whether the help is advice, scholarship opportunities, or even possible internships/jobs. Thanks for all the help, and I hope that I can use ESS's services to help me graduate college, and get good grades while staying motivated.
- First of all, I wasn't sure if I wanted to take this class or not. Now looking back, I made the right decision. It was such a nice experience with two instructors who are willing to spend their time and put their effort to help students succeed. I gained a lot of knowledge that are beneficial. I would definitely recommend this class to any income freshman who is interested in Engineering.
- Overall, I thought the class was great. The presentations were well presented and the presenters were well-spoken.
- The Engineering Your Bridge to Success Course was an excellent ice-breaker for me because it helped me connect with others pursuing similar careers and eased some tension I was having about coming back to school. It helped me get my mind shifted back into the student mentality, a trait I feel I lost a bit of along the way of pursuing other priorities in my life.

Course Structure & What is Engineering

Course Structure

- I thought the introductions and being able to see everyone was a great way to kick this course off. Especially given that it's going to be online, I had some doubt and thought that it was going to be difficult getting to know people. It's super cool to see how diverse and spread out everyone is too, we have one from another country, several from different states, and even some that are already in the workforce.
- I benefited from the introduction at the start where we all got to know each other a little bit because it made me less nervous.
- I was anxious about how they might be and whether I would get along with everyone else, but getting to know everyone a little bit made me feel a lot better about fitting in.
- What I am most happy about is that the instructors have a vested interest in my success.
- I thought the logbooks were very helpful because it helped me to retain the information that I learned during the session instead of forgetting it a couple days later.

- I really enjoyed getting to talk about what engineering is and the benefits it has on our lives and communities. Some of the examples that came up I would have never even though about - so it was really cool to see that this field is chock-full of endless possibilities. It's also super cool to see some experienced students who can shed some light on in field type of work.
- I learned how creative people who are going into Engineering are which is nice because now I feel like I belong, so I benefited from class participation.
- A thing that particularly amazed me was the realization that a large majority of the objects we utilize in our daily lives such as computers, cellphones, and automobiles are all products of engineering. Another rather surprising aspect I learned regarding engineering is that we are completely diverse.

Basic Excel

- This was very useful to me because I was never familiar with the platform.
- I will definitely refer back to [the graphic on which graph to use] throughout college if I ever need help.
- I found the graphing instructions super helpful, and I have a feeling I will benefit by using the graphs to visualize the data in excel later on.
- I was very taken away by all of the different functions that you taught us Excel was able to output for us. While I had some very basic "Computer Proficiency" exams back in my first go at college, it was NOWHERE near as detailed as this. I have learned more about Excel today than I have in my previous 2 years as an undergraduate combined.
- Being shown all the little nuances and hidden tricks makes a huge positive difference in my understanding of Excel.
- I barely have used excel before so I have a little experience. I gained a lot of information during today's session and they will help me in the future.
- I really enjoyed this session. I have never used Excel before, but now I realize that it will be very useful in the future.
- I think it was essential information for presenting data in a more creative way.
- It benefited me a lot as a student and I think it will really help me for classes in the Fall.
- I definitely thought that the things we learned in this session were extremely helpful and important.
- I learned more about using Excel in this lesson alone than I did in my 12-week IT basics course at CNM. I will most certainly be putting this information to good use in the future as an ECE major at UNM. Thank you!
- Now that I know the basics I won't have to stress to learn it when I need to use It for class.

- This was very beneficial as a student. Most if us in today's session were not very familiar with this program so I thought that it was very useful to get a head start on understanding a platform that we will use all throughout college.
- I found doing the excel assignment is extra helpful since most students have little experience with using it.

Career Pathways & the Scientific Method

Career Pathways:

- I really enjoyed going over the different pathways that a student can take. I was always confused on which degree was the highest rank and now I know that after obtaining a Bachelor's degree, it is optional to go for the Master's, and then a Ph. D., and finally a Post-Doc. I think that it was very beneficial for us to know what our options are after we finish college.
- I like the map for the possible pathways for where to go next in your education. I am not entirely sure what I want to do yet so it is nice to see the options.
- I really benefited from the careers for engineering and computer science, since it gave really useful and practical information. I liked being able to see the progression from explaining the UNM program and how it prepared you for a career to descriptions and options for careers in each field, to employers and salaries… This was really interesting for me because I have considered going to law school and am still considering it, but wasn't sure how it could fit with my interest in engineering.
- I thought the first few slide really put things into perspective, it showed me how no matter what path you take you will always come back to the workforce.
- Frankly, I think the supplemental content stated here would make a good course by itself. I never really considered how each of the different job types were broken up in to until I had seen the supplemental power point.

Scientific Method:

- I thought it was beneficial to go over the scientific method because though we have used it throughout all of our years of middle school and high school, we will continue to use it through college and even outside of college.
- I definitely benefited from reviewing the scientific method and going over all the steps. I learned that there are two types of hypotheses, Null and Alternative, I have always thought there is just one type.
- I benefited from the Scientific Method presentation by being provided a mnemonic for it. This is helpful to me because no matter how much I was taught the Scientific Method, I never remembered it and would have to review it.
- I found it beneficial to go into each part of the scientific method with examples, I understand it a lot better now than I did before.
- I couldn't remember what is was really ever used for before this.

Critical Thinking & Pop-Science

- [The giraffe example] was very beneficial and interesting to learn because it goes to show how critical thinking can not only be used in an academic sense, but in reality. In everyday life, it is important to solve problems using common sense and what you already know, but also to think a little outside the box and be creative. This is important for engineers so that they can use their creativity and imagination in order to solve real world problems.
- I gained a better understanding of what to look for in articles and why these pop science articles are not very useful as they tend to be misinformed, non-scientific, and tend to look for a more emotional response rather than a logical one. One thing that I will start to take notice more is the quality of the evidence supporting their claim, whether or not their evidence is supported and related to their topic, and if their sources are reliable.
- I had a broad understanding of causation and correlation in high school so I thought this refresher was very useful. I now understand that causation is when one action is the direct cause of a given result, while correlation is a relationship between two or more things.
- An interesting topic that goes highly unnoticed by many is the idea that what people are exposed to is the extent of their knowledge.
- I think that questioning how you got to conclusion and challenging those conclusions with new information is extremely important when forming your own opinions, and really appreciated the clear steps to questioning your conclusions.
- I think what I benefited from most were the activities we did dissecting and questioning two sides of an argument, both of which had issues with them. Finding flaws in both side of an argument was really interesting and I liked having to pick apart things that I in general, agreed with because they didn't have supporting evidence or were using pseudoscience instead of real research.
- I have always found pseudoscience very interesting simply because it is typically so far out there into the science friction world, but the clarification between Pseudo and real science sure helped.
- An item from today's lesson that I highly benefited from was the description of pop science and fallacies; this is beneficial because it'll help me differentiate between actual science and manipulated science in the future.
- This presentation was especially interesting to me for the fact that it was a bit meta, whereas you used specific examples to drive the point home of exactly what critical thinking is. Each of the examples really got my mind churning about what rules bound a question and what limitation one sets on themselves. I would actually like to see this presentation specifically be broken up in to two parts since I see it as such an important skill to have in college.
- This was probably my favorite lesson by far in this course.

Engineering in the Real World

- I have learned more about detailed specifics within certain engineering fields like how biology and chemistry can be applied to computer science or computer engineering.
- I learned many real-life applications to the many forms of engineering, and how they can benefit society as a whole.
- Overall, I loved this PowerPoint. It sparked my interest in lots of new types of engineering and gave me a lot of new questions and things to start researching. Thanks so much for making this something that tied all of the fields together and elaborated on their real-life applications in the world.
- One thing you can improve on is adding more information related specifically to UNM Engineering departments and researches.
- I liked how in the presentation, there were jobs listed for each subject so that the student can get an idea of what kind of career they can look forward to after college.

How to Talk to Instructors & Citations

How to Talk to Instructors

- Although I have heard it many times before, it was a helpful reminder that instructors have a life too.
- I learned how the only truly dumb or inappropriately question is one that results from not paying attention and being disrespectful.
- I tend to be shy when I meet new people and when I am exposed to a new environment so I think the tips that were provided will really help me establish a relationship with my instructors.
- This presentation was good because it made me feel more comfortable and interested in approaching instructors and using their office hours. You guys provided really helpful tips in approaching instructors and the benefits of seeing them.
- I will for sure benefit from our conversation on being proactive in talking to professors and getting over the stigma of the authority position.
- The different strategies and tips to approach instructors was very helpful.

Citations

- I learned about the distinction of references from citations, and although I had used both, I wasn't completely clear on the difference, so it was helpful to learn that.
- I liked that we went over citation and the difference between quotation, I had a different meaning in my mind for both of them and a refresh really helped.
- Prior to the presentation the concept of citation was quite a distant subject of my knowledge. However now I learned that there are certain instances that require a citation; quotes, paraphrases, idea expression, work references, and even material you use to develop your own ideas all require you to provide a citation of your source.

Learning, Studying, & Tutoring

- I thought it was very beneficial to know how to be prepared for a class. The tips that were shared were very useful and something that I will definitely take into consideration as I start my first semester of college.
- I often have trouble staying awake and staying focused when I am studying so the section that went over things to do was very helpful.
- I have never participated in a study group before so I found it beneficial to see what benefits the groups bring. I think I will try to find a study group in the fall.
- Overall, the information was great to remind us of what things students should do to be successful.
- What I benefited from what I learned live in today's class was going more in-depth with why it is important to not only know what type of learner I am but also how to customize my study habits with my style in mind.
- I benefited from learning the difference of retrieval and encoding.
- Before this course I knew a lot of college students struggle with not having enough sleep hours. After these last sessions I have reflected in the importance of having a well-rested night and how it can affect my school performance.

Metrics & Scientific Notation

- Going over the metric system was really beneficial and a good refresher.
- I thought I was pretty confident in spotting the differences between precision and accuracy, but today showed me that I could use a little review. I thought going over the differences between precision and accuracy were also very beneficial because they are pretty similar, but also very distinct from each other. I now know and will have memorized that accuracy is how close the measured value is to the actual value, while precision is how close the measured values are to each other.
- I thought it was a good refresher to go over significant figures, especially because I could never remember the rules that were associated with them.
- I learned [significant figures] a few years ago and haven't had to use them often since then. I liked the way that it was explained in the presentation more than how I was originally taught.
- The portion of slides presenting unit system conversion in the fraction method was very helpful. I also really appreciated that you related the conversions to real world examples and gave examples for the other things. A little pet peeve of mine is learning math without any reference to real world application.

Personal Growth, Student Development, & Goals

- One thing that I thought was very beneficial in today's session was how important it is to set goals. I thought it was good to gain a better understanding as to why people set goals, especially for those entering a new stage in life, like transitioning into college. Beginning college is scary and a bit overwhelming and I think the most

important thing for freshman like me is to set goals in order to stay motivated and focused on what is important for my future.

- I think something that was very important in today's session was the discussion on how to combat stress. I, along with many people my age, deal with a lot of stress. Whether it is from school or family, stress is something that can consume our life and decrease our motivation. I really thought the strategies that were brought up in the presentation were quite useful and something that I will definitely try to consider through my years in college.
- The overall goals presentation was very helpful. Really inspired me to start setting more goals for myself.
- I found it very beneficial going over the types of goals and breaking them down to make them easier to tackle.
- The tips for managing stress especially within the context of going to college was very helpful.
- The lesson helped me frame exactly how I may go about trying to get myself goal-oriented. I appreciated the differentiation between the three different types of goals that there are and how each one has an appropriate timeframe to be used.
- Today I really benefited from a lot of the advice given on how to set achievable goals. Specifically, the SMART goal setting system. Usually, when I set goals, I don't work through all the different pieces of how to achieve the goal, what it will take to accomplish it, the time frame, and how to measure my progress. Including all these things into my future goal setting could help me create really strong achievable goals that I can work towards.
- I learned today that understanding when something isn't right for you or when you need a change to be more successful is really important.

Study Groups, Team Work, & Ethics

Study Groups & Team Work

- I liked the tips that were given in order to be successful in those study groups. I thought that it was very beneficial to know what sort of skills are necessary in order to have a very efficient study group...I learned just how much study groups can help students succeed in their classes. For example, not only can it improve your notes, talent is shared throughout the group as each member provides their own perspective on certain concepts, making it easier for the group to understand the topic. Another example could be support. It is important to ask for help when you need it, and it is especially easy to do that when you have a whole study group to lean on for any questions or concerns you have.
- I benefited from the encouragement and strategies to form our own study groups. I think reaching out at the beginning of the semester to other motivated students would really help me, and that forming a group based on a goal and a series of big questions will be really helpful. The study groups I have been a part of focused on working together to complete homework and prepare for tests. Having a study

group that did more than just homework and basic review, but rather used goal setting, collaboration and assigning roles to really understand and expand on the material would change my entire academic experience.
- Before I was a little speculative about the idea of joining a study group as I tend to be very timid, but now i embrace the idea of joining a study group as there are so many benefits. I think I will try and try my hardest in class by taking good notes so that I can be of great use in a study group and be someone that the other members can depend on.

Ethics

- I actually think the 'engineering ethics' part of the power point slide was most helpful to me. While many of the points that it brings up can be seen as common sense, it is good to have a reminder that engineers have the biggest impact of society going forward and that should be remembered.
- The engineering code of conduct was also helpful for me, since I had never really considered that professions might have their own set of ethics along with just the simple workplace rules. Reviewing the engineering ethics slides helped me understand the place of responsibility and morality in engineering.

Technical Reading & Writing

- The practice and examples of scientific articles were very helpful and interactive.
- I will for sure benefit from the 4-phase method of reading technical papers in the future.
- I thought that this course was exceptionally beneficial as an introduction to any incoming student that has had little practice reading or writing research papers.
- A highly effective idea presented by the instructors was the attention drawn to the differences between Technical Writing and Creative Writing. Prior to the lesson I had a slight understanding of the different styles however the comparison table contained in the PowerPoint strengthened my understanding of this topic.
- Today I learned a lot of useful strategies for analyzing and writing technical and scientific papers.
- When I've done technical writing in the past, I did it more by feel and feedback from graders than by rules. It was good to formally see and be able to reference the list of technical writing requirements.

Time Management & Spatial Reasoning

Time Management

- Being a procrastinator, I found the strategies that were taught to help combat procrastination were very beneficial.
- I never knew about the unhealthy habits that procrastinating can lead to

- I thought the time management tips were also very beneficial. [For example] using breaks wisely. This is something that I tend to really struggle with, because I will give myself to much time for non-productive activities, which usually leaves me no time to work on assignments. That time also happens to be the day or the night before they are due.
- It was interesting to hear that a cause of procrastination is perfectionism. It makes sense. It tends to be a lot more work for me in general. I just thought it was funny how closely I could relate to that. Lastly, I was surprised that it was recommended to take breaks while you're studying. For me, it's always been
- "go go go." There was no time to stop and it was usually at the last minute. That's probably why it was so hard to retain information. I never even had the chance to go back and really understand it.

Spatial Reasoning

- I really liked the problem set given.
- This activity gets your brain working, and you are constantly second guessing yourself, I had a great experience with this activity.
- [The problem set] was definitely interesting and a good challenged that opened my eyes to the new skills we had just learned about: mental rotation and visualization.
- The problem set was actually very fun! It was engaging in a way that I was not expecting and challenged me to consider what I was actually able to do given a 15 second time frame. I now have a better understanding of where my strengths may lie and what I should work on to improve.

UNM Resources & Advisement

- This content was a great way to wrap up the course. It really emphasized the fact that I'm not going into College alone since there are so many resources available at UNM.

UNM Resources

- I thought going over the UNM resources was very useful. I wasn't really aware of how many clubs and centers there were available at UNM and I think getting that scope of what we can expect was very beneficial. I think that it is important to get involved at UNM because it allows students to meet more people that share similar interests and have fun through participating at events and joining these groups.
- I thought it was amazing that we could request a police escort on campus. I make it a point to never go out alone and I think more people should be aware.
- I really appreciated was when you explained the different services at UNM, such as ARC, El Centro de la Raza, and SHAC.
- Having multiple contacts for all the various needs that we may encounter is a relief on knowing there are available help when we need.

- Discussion about the resources provided by UNM was helpful information to have on top of the information I received during NSO. Thank you for the reminder!

Advisement

- I thought going over the importance of advising was very beneficial because it allowed us to feel more comfortable if we ever need help with our classes. Advisors are there to help us stay on track for our specific degree. Their main goal is to see us succeed which is why it is important to rely on your advisors in time of need and to try and form a professional relationship with them.
- I learned more about advising. For example, the function of academic advisors and how important it is to schedule meetings with them.

Engineering Challenge

- This experience gave me new insight into technical writing and its differences from conventional writing. Initially, the assignment seemed pretty straightforward, like a complex version of a recipe. However, as I continued to write step after step, I realized that this "How to" was much more complicated and required a different way of thinking. It required a lot of reflection on every minute detail and action that is accomplished during the task and representing it by writing it out. Technical writing is a different writing style and requires practice to become better.
- Overall, I thought it was really fun to dissect such a normalized part of my routine down to such a detailed and thorough level. Having to consider describing steps that have become habits to me was a really fun way to learn about describing a scientific process. I will definitely use the skills I have honed through this challenge to make my process writing more clear and detailed.
- This challenge was more challenging than I expected. I thought it was going to be easy to write down the steps to make a bed, but it was more complex than that. It was more complex because I provided as much detail in every step because the person reading these steps is going to have to follow it as explicitly stated… Although I faced many challenges, I overcame them and grew from it. I benefited from this challenge because I worked on my technical writing skills and communication by writing steps that can be followed by another person. I practiced being thorough and concise. This challenge has opened my mind to many possible factors in doing a task. Another way I benefited from this challenge was it made me think about how others would interpret instructions. I worked on my skill to understand others and think like others. I am grateful to have done this challenge because I practiced on technical writing and communication. This challenge has helped me improve skills beneficial in College and Engineering.
- Overall, this experience greatly enhanced my understanding of the necessity of thoroughness.
- Through this challenge I gained a better understanding of how much we rely on the reader to know what is implied when we write.

- I enjoyed the challenge it made me step outside of my normal stream of conscious and really analyze what goes into preforming a simple task.
- It was interesting to see the mindless steps we do without really thinking, but it's a good habit to layout every step with detail to ensure no mistakes or missteps. This way when it is something less mindless, for example a report or a study, you know to write out every detail down in practice.
- This challenge was a great way to truly understand the depth of the fundamental inequalities of technical writing and creative writing.
- This was a simple and relatively easy subject to write a 'how to' on, but it gave me so much more appreciation for the 'how to's' done for much more complex subjects.
- I feel like this project was beneficial in showing me how to write up instructions for other people more detailed, and what to look for next time to prevent simple mistakes.
- The task [I was assigned was] one that I have done before. So, my first thought was that, "this will be easy!" However, as I started the directions, I noticed that I never had to think about which [some of the details], I just knew [them]! However, regarding giving clear and concise directions, adding that language is good because you want to make sure each directive does not assume that the reader already knows.
- I really liked the use of this assignment to understand the level of detail and the importance of objectivity and lack of assumptions when detailing a scientific process. It definitely made me think more carefully about how I write out directions.
- It was surprisingly difficult to follow all of the instructions so literally without falling back on my previous knowledge of [the task]. It was an interesting experience.
- I found it hard to analyze something so literally when you already know what the instructions are and what they come out to be.
- I really liked the idea of the project and it was a helpful exercise on technical writing.
- When I first started the assignment, I did let some of my previous knowledge of how to [complete the task] take the lead. So, to minimize using my previous knowledge I took a step outside of my preconceived idea of how to [complete the task] and approached this assignment more literally (like a computer would). In doing this I was able to see a few technical and literal issues in the instruction. When the writer was making the list, they relied quite heavily on a few assumptions. In most writing it is okay to make these assumptions, because you typically shouldn't explain each statement in extreme detail. For an assignment like this one that asks for a literal communication, going into detail on statements is needed. How I approached this assignment was by imagining I was explaining how to do a task to an alien who didn't have the previous knowledge. This helped me avoid making assumptions in my writing and taking a more literal approach.

ENGINEERING STUDENT SUCCESS CENTER

Where Are They Spring 2021?

2020 Summer Bridge Participant vs Non-bridge Student Retention

For non-bridge participants, from all School of Engineering students for Fall 2020 and Spring 2021, data was cleaned to eliminate students who did not match the Summer Bridge participant classification criteria: 1) Enrolled in the Fall 2020 semester, 2) Fall 2020 major was within the School of Engineering, 3) Academic Period Admitted as either Summer 2020 or Fall 2020, 4) Student Population for Fall 2020 was First Time/Beginning Freshman, New Transfer from NM Inst, New Transfer from Out of State, or Continuing, 5) have a Fall 2020 semester GPA (students who dropped all courses prior to grades were not included).

Summer Bridge Participants

Incoming Major	Fall 2020 Major	Spring 2021 Major
Business Administration (1)	Pre Computer Engineering	*NOT ENROLLED*
Chemical Engineering (6)	Pre Chemical Engineering (2)	Pre Chemical Engineering (2)
	Pre Chemical Engineering	Pre Mathematics
	Pre Chemical Engineering	Pre Political Science
	Pre Chemical Engineering (2)	*NOT ENROLLED (2)*
Civil Engineering (1)	Pre Civil Engineering	Pre Civil Engineering
Computer Engineering (3)	Pre Computer Engineering (2)	Pre Computer Engineering (2)
	Pre Mechanical Engineering	Pre Mechanical Engineering
Computer Science (6)	Pre Computer Science (3)	Pre Computer Science (3)
	Pre Computer Engineering	Pre Computer Engineering
	NOT ENROLLED	Pre Biology
	Pre Computer Science	Pre FDMA
Construction Engineering (1)	Pre Construction Engineering	Pre Construction Engineering
Electrical Engineering (4)	Pre Electrical Engineering (2)	Pre Electrical Engineering (2)
	Pre Electrical Engineering	Electrical Engineering
	Pre Electrical Engineering	Computer Engineering
Mechanical Engineering (11)	Pre Mechanical Engineering (6)	Pre Mechanical Engineering (6)
	Pre Mechanical Engineering	Pre FDMA
	Pre Mechanical Engineering	*NOT ENROLLED*
	Pre Computer Science	*NOT ENROLLED*
	Pre Chemical Engineering	*NOT ENROLLED*
	NOT ENROLLED	*NOT ENROLLED*
Nuclear Engineering (2)	Pre Nuclear Engineering (2)	Pre Nuclear Engineering (2)
Undecided (1)	Architecture	*NOT ENROLLED*

(#) = number of students within that major (all as pre-majors)
Incoming Major = that declared/listed while in the course
Fall 2020 & Spring 2021 Major = as listed in UNM MyReports at the time of data pull (March 30, 2021)

- 2 students were not enrolled either Fall 2020 or Spring 2021 (5% of 2020 Summer Bridge Participants). Of the Fall 2020 SoE majors (n=33; 92% of 2020 Summer Bridge participants) who took the 2020 Summer Bridge course:
  - 70% (n=23) remained in the SoE for their Spring 2021 semester
  - 12% (n=4) switched majors outside of the SoE, but remained at UNM
  - 18% (n=6) were not enrolled for the Spring 2021 semester

Non-participants

- Of the Fall 2020 SoE majors (484) who did not participate in the 2020 Summer Bridge course:
  - 72% (n=349) remained in the SoE for their Spring 2021 semester
  - 28% (n=135) switched majors outside of the SoE, or were not enrolled for the Spring 2021 semester.

Fall 2020 First Time/Beginning Freshman Students & Continuing (Freshman, 1st Yr, 1st Sem)

Summer Bridge Participants (n=29)

- 69% (n=20) remained in the SoE for their Spring 2021 semester
- 14% (n=4) switched majors outside of the SoE, but remained at UNM
- 17% (n=5) were not enrolled for the Spring 2021 semester

Non-participants (n=375): 73% (n=272) remained in the SoE for their Spring 2021 semester and 27% (n=103) switched majors outside of the SoE, or were not enrolled for the Spring 2021 semester.

Fall 2020 New Transfer Students & Continuing (not Freshman, 1st Yr, 1st Sem)

Summer Bridge Participants (n=5)

- 100% (n=5) remained in the SoE for their Spring 2021 semester

Non- participants (n=109): 71% (n=77) remained in the SoE for their Spring 2021 semester and 29% (n=32) switched majors outside of the SoE, or were not enrolled for the Spring 2021 semester.

First Semester (Fall 2020) Academic Performance

SoE Summer Bridge Participants (n=33); *Non-participants (n=484).*

Average Semester GPA

Each student's GPA was given equal weight, regardless of the number of courses attended for the Fall 2020 semester.

SoE Summer Bridge Participants = 2.75; Range = 0 – 4.26

Non-participants = 2.74; Range = 0 – 4.33

Average Semester Credits Attempted vs. Credits Earned

SoE Summer Bridge Participants

- Average Credits Attempted = 15.88. Range = 5 – 20. Total = 524.
- Average Credits Earned = 11.82, 74.43% of attempted credits. Total = 390. 74.

Non-participants

- Average Credits Attempted = 14.81. Range = 1 – 24. Total = 7,167.
- Average Credits Earned = 11.74, 79.28% of attempted credits. Total = 5,682.

Enrollment/Course Retention

SoE Summer Bridge Participants

- 171 Registrations (grade assigned). 24 Drops prior to drop date. 7 Drops permission required. 20 Drops with grade or withdrawn.
- *Averaged:* 5.18 Registrations. 0.73 Drops prior to drop date. 0.21 Drops permission required. 0.61 Drops with grade or withdrawn.

Non-participants

- 2327 Registrations grade assigned. 243 Drops prior to drop date. 44 Drops permission required. 291 Drops with grade or withdrawn.
- *Averaged:* 4.81 Registration. 0.50 Drop prior to drop date. 0.09 Drop permission required. 0.60 Drop with grade or withdrawn.

2021 2022 Center for Teaching & Learning ANNUAL REPORT

UNM CENTER FOR TEACHING & LEARNING

The 2021-22 academic year was a productive one for the Center for Teaching and Learning, as we continued to support student learning from both sides of the classroom: through direct support to students (undergraduate and graduate) and through programs to support instructors' teaching. We continued to offer face-to-face and remote tutoring, seeing a total of 4,510 undergraduates and 647 graduate student users. We also supported instructors in 1442 online courses and conducted 84 online course reviews. In Spring 2022, CTL helped host a two-day teaching conference that drew over 280 instructors. During this year CTL rebranded itself as one comprehensive center and created a more user-friendly website. We moved Teaching Support and Digital Learning under one Director and hired two Assistant Directors of Teaching Support.

Aeron Haynie, Executive Director of CTL

Student Learning Assistance & Graduate Support

Student Learning Assistance – Fall 2021
- Unique Students: 2,743
- Visits: 14,419
- Contact Hours: 9,443.4
- Target population reached (%): 17.9%

Student Learning Assistance – Spring 2022
- Unique Students: 1,767
- Visits: 12,810
- Contact Hours: 8,650.6
- Target population reached (%): 13.4%

Totals Unique Students 3,961 | Totals Visits 27,229 | Totals Contact Hours 18,094

*doesn't include summer numbers

Graduate Support – Fall 2021
- Unique Students: 402
- Visits: 900
- Contact Hours: 1277
- Target population reached (%): 7%

Graduate Support – Spring 2022
- Unique Students: 295
- Visits: 753
- Contact Hours: 1172.7
- Target population reached (%): 4.7%

Totals Unique Students 602 | Totals Visits 1,653 | Totals Contact Hours 2,449.7

*doesn't include summer numbers

Student Learning Assistance Impacts

Retention

As of Fall 2021, we found significantly higher percentage of students still registered 4 years into their programs when they attended Student Learning Assistance at CTL (p<0.001).

Graduation

At 6 years, students were significantly more likely to have graduated if they had used one of our services at some point in those 6 years (p<0.001).

3.6x more likely to graduate

Those in the 2015 cohort were 3.6 times more likely to have graduated in Spring 2021 than their peers who had not used our services.

3.7x more likely to graduate

Including data from Spring 2022, students who used our services were 3.7 times more likely to graduate than their peers who had not used our services.

GPA

4 — At 4 years, students who used our services were between **0.59 and 0.68 points higher**.

6 — At 6 years, students who used our services had GPAs that are between **0.44 and 0.51 points higher than peers** who had not used our services.

Digital Learning

Online Courses/Classes
- Total Online Classes Supported: 1442
- AOP Classes Supported: 403 (27.9% of total online offerings)
- OSYNC Courses Supported: 67
- Total New/Redesign Courses: 122

Reviews
- New/Redesign Courses Opting for Internal Review: 40 (32.8% of total New/Redesign Courses)
- AOP Reviews: 40
- OCAC Reviews paused to dedicate more resources to support for Canvas Implementation: 0
- Baseline Reviews: 4

Totals Online Classes Supported 1442 | Totals Reviews 84 | Totals Enrollment in courses with Golden Paw Certification 5,917 | Totals Enrollment in Gen Ed reviewed courses 248 (out of 405) | Totals Percentage of Gen Ed courses receiving some quality review 61.2%

Teaching Support

CTL Adobe Awards
21

CTL Adobe Fellowship Awardees
Carmen Nocentelli
Caleb Richardson
Mary Rice
Meggan Gould
Ryan Swanson
Margaret Alba

CTL Fellowship Awardees
Saurabh Ahluwalia
Gabino Noriega
Marissa Greenberg
Belinda Wallace
Matthew Simpson
Gary Weissman
Ashley Martin Cuellar
Cari Hushman
Cathy (Huaqing) Qi

CTL Teaching Excellence Awards

2022 – 2024 Presidential Teaching Fellow
Laura Haniford

Outstanding Teachers of the Year
Ilia Rodriquez Nazario
Meggan Gould

New Teachers of the Year
Jingjing Wang
Llewelynn "Welly" Fletcher

Lecturers of the Year
Peng Yu
Summer Hayek

Online Teacher of the Year
Marina Popova

Branch Campus Tenure-Track Teacher of the Year
Jerry Godbout

Susan Deese-Roberts Outstanding Teaching Assistants of the Year
Korina Apodaca Cordova
Austin Bell
Jessie Bonafede
Sean Fullerton
Keisuke Kimura

CTL Workshop & Events

Student Learning Assistance and Graduate Support

Student Learning Assistance Learning Strategies Workshops
Fall 2021: 254
Spring 2022: 252

Graduate Support Group Instruction Workshops
Fall 2021: 14
Spring 2022: 14
Summer 2022: 3

Graduate Support Group Instruction Support Groups
Fall 2021: 3
Spring 2022: 3
Summer 2022: 1

Graduate Support Group Instruction Writing Camps
Fall 2021: 7
Spring 2022: 7
Summer 2022: 2

Digital Learning

Evidence-Based Practices for Teaching Online
5 sessions; 75 participants

Workshops Offered
28

Open Labs Attendance
65 visits over 69 sessions

Additional Canvas-specific Offerings
- Monthly Canvas Chats: November 2021 to May 2022
- Weekly Bridge to Canvas Courses February 2022 to present
- 5+ Canvas tool workshops per week through the Canvas Services Training Portal

Teaching Support

GetSet/Reset
9 sessions

Workshops Offered
8

General Education Essential Skills Workshop (Digital and Information Literacy)
20 registrants

Spring Teaching and Learning Conference
- Keynote, three invited special guests, and six sessions offered over two days
- Keynote: Dr. Laura Rendón, Professor Emerita at University of Texas San Antonio
- Special invited guests:
  - Dr. Shanté Paradigm Smalls, St. John's University
  - Riva Lehrer, The School of Art Institute of Chicago and Northwestern University School of Medicine
  - Dr. Dolores Delgado Bernal, California State University, Los Angeles
- Registration
  - Day 1: 282
  - Day 2: 267

Books, Periodicals and Research

Books, Periodicals and Research

- Book Releases: Haynie, A. & Spong, S. (2022). *Teaching Matters: A Guide for Graduate Students*. West Virginia University Press.
- Articles Published: Gomez, D. R., Swann, W., Willms Wohlwend, M., & Spong, S. (2022). Adapting under pressure: A case study in scaling faculty development for emergency remote teaching. *Journal of Computing in Higher Education*. https://rdcu.be/cQ30H
- Research:
  IRB Approved Studies:
  - "Student Experience of Culturally Responsive Teaching Online"
  - "Introductory Literature Courses, Instructor Values, and Public Purpose"

Our People

Center for Teaching and Learning
Aeron Haynie, Executive Director
Elizabeth Kerl, DATA Manager
Texanna Martin, Senior Business Manager

Graduate Support
Jairo Marshal, Student Success Supervisor

Student Learning Assistance
Kyle J. Castro, SI LS Student Success Supervisor
Katie Denton, WLC Student Success Supervisor
Camille Guajardo, Supervisor for Administrative Support
Kellen Paine, STEM Student Success Supervisor
Stephanie Sánchez, Director

Teaching Support
Léa Briere, Instructor for OILS 583 – Graduate Teaching
Abdelbaset Haridy, Instructor for OILS 583 – Graduate Teaching
Jennifer Pollard, Assistant Director
Stephanie Spong, Director
Magdalena Vázquez Dathe, Assistant Director

Digital Learning
Marie Browder, Instructional Designer
Raquel Gallegos, Administrative Assistant 3
Beth Giebus-Chavez, Instructional Designer
Megan Hauser, Instructional Designer
Amanda Holderread Heggen, Instructional Designer
Nick Humphries, Instructional Designer
Rene Koehler, Instructional Designer
Natalie Kubasek, Instructional Designer
Mitch Marty, Instructional Designer
Cree Myers, Instructional Designer
Jet Saengngoen, Instructional Designer
Carol Silverman, Multimedia Development Specialist
Stephanie Spong, Director
Bill Swann, Instructional Designer
Mary Willms Wohlwend, Instructional Media Project Manager
Rob Wolf, Instructional Media Project Manager

Student Learning Assistance Student Staff

Adler Jaffe, Ilan
Al Khazraji, Mustafa
Alter, Dara
Alvarado, Marina
Anaya, Raquel
Anderson, Geneva
Angel, Andrew
Apodaca, Ashley
Archuleta, Autumn
Arnett, Angelo
Basnet, Dipesh
Berenger-Russel, Daniel
Bhatt, Shreyanshu
Botello Tirado, Jannet
Castle, Emily
Coates, Alana
Cochran, Jessica
Cordova, Dominic
Covarrubias-Powell, Alyssa
Dai, Lili
Dawa, Tenzin
Dubbelman, Martinus
Dunn, Kelly
Dvorak, Anjali
Esparza Perez, Brenda
Fain, Elizabeth
Ferreira, Suyana
Fielder, Cody
Garver, Hannah
Ghosh, Moumita
Gillikin, Alexandra
Gonzalez, Mariposa
Gunn, Jared
Johnson, Margaret Nell
Jones, Frances
Kao, Steven
Kreth, Joshua
Lee, Danica
Lente, Matthew Jacob
Leray, Van
Logan, Kara Frankie
Long, Joshua
Lopez, Brandon Jason
Maestas, Michelle
Martinez, Lucia
Milcevski, Sophia Elli
Morosin, Kioshi
Moya, Jacob
Naher, Samsun
Narayanan, Vineet
Nayak, Raju
Nguyen, Cong
Nguyen, Danh Huu
O'Brien, Brigid
Odom, Dawn
Okochi, Takeo
Orndorff, Tristen
Overton, Kathryn
Paez Beltran, Luis
Pareja, Cecilia
Patel, Prina
Patel, Sahil
Pavagada Naganandа, Anjan
Plake, Zerrick
Plese, Cameron
Rodriguez, Guillermo
Rojas, Bryan
Rowe, Cassie
Rudden, Melissa
Saengngoen, Jet
Sances, J. Mitchell
Shah, Tasawar Abbas
Shukla, Shaswat
Shukla, Shaswhat
Sierra, Citlalic
Simp, Miranda
Smith, Ryan
Strohl, George
Stronsnider, Kristin Marie
Sutton, Jaimason
Swanberg, Robert
Swindle, Adrienne
Tafoya, Augustin Gus
Tang, Lien
Torres, Xavier
Vielma, Maria
Villela, Joely
Yadav, Pratyush Kumar

Peer Learning Facilitators (PLFs)

Request. The PLF program requests new funding in the amount of $179,500 for a FY24 total of $179,500.

Problem Statement. Medium and high enrollment lower division college courses are often barriers to advancing to the major for structurally disadvantaged students (linguistically and culturally diverse, from rural communities, low-income, or first generation), particularly for STEM students who must fulfill general education math and science pre-requisites. Best-practice active learning pedagogies and high impact practices, such as project-based learning or inclusion of undergraduate research, improve academic outcomes and reduce equity gaps, as demonstrated by the research literature. Moreover, entering undergraduates (including transfer students) benefit from support both with discipline-specific skills and psychosocial interventions that increase self-efficacy. A traditional static large auditorium lecture class with a single instructor is ill-equipped for deploying active learning pedagogies or offering support in skills and psychosocial development. PLFs are undergraduates with prior success in a course who are trained to assist students in that course. Bringing a trained PLF into a high enrollment class is especially effective because students see the PLF as someone who is "just like them" and who understands and has overcome similar barriers they face. PLFs, themselves undergraduate students, gain a sense of self-efficacy as future educators and professionals. The PLF programs at the University of Houston and at UNM (funded by a STEM-Collaborative grant that ended in 2015) established the value of near-peer student support for students in improving pass rates. We are grateful for the 2022 RPSP extension to the Center for Native American Health which provided funding for four American Indian PLFs for STEM. UNM seeks to institutionalize the entire grant-tested PLF program with support for a total of 25 additional PLFs from this RPSP.

Current Work. Currently, 4,820 undergraduate students—enrolled in 28 courses—have been supported by 39 PLFs. These PLFs are trained within the College of Education and Human Sciences (COEHS) and supported by the College Enrichment Program (CEP). The entire program is overseen by the director of Undergraduate Research, Arts and Design (URAD). It is tentatively funded by a succession of non-recurring funds (STEM-C, CARES Act and Student Fee Review Board). The PLF program is directly aligned to UNM 2040: Goal 2 Student Experiences and Educational Innovation and strives to support those students most likely to benefit from the Opportunity and Lottery Scholarship. In survey data, students from rural or low-income backgrounds interacted with PLFs more than their high-income, urban peers. Eighty-seven percent of students in PLF supported courses report the PLF support being critical to their success with access to help outside of traditional business hours being the number one reason. For instructors, 91% report the PLF is necessary for using more active pedagogies in large courses and 81% report thinking about their teaching more because of the PLF. PLFs (86%) report this experience changes the way they approach their own learning and improves their confidence as leaders (91%). On average, drop/fail rates are 1.5% lower for PLF supported courses than courses not supported by PLFs. For one instructor, sections supported by a PLF had a drop/fail 10% lower and a 5% higher grade average than in sections not supported by a PLF, showing impact potential.

Output Table

The proposed additional funding will support a doubling in the following program outputs.

Output Description	FY22	FY23	FY24 (if funds are received)
Number of undergraduates enrolled in courses supported by a PLF	4,820	4,820*	10,000
Number of instructors using a PLF	18	18*	40
Number of undergraduates serving as a PLF	25	25*	50

Percentage of drop/fail rate in PLF supported courses	25%	25%*	20%

*These outputs are currently estimates based on similar funding and expecting similar FY22 numbers.

Short- and Long-Term Impacts

1. By AY 2023-24, reduce DFW rates by 5% in PLF-supported courses and increase A/B rates by 3%.
2. Increased diversity of courses using PLF support to enhance equity and student success across the entire campus community, especially in courses required for health and STEM professionals.
3. Train 50 PLFs per AY, increasing the diversity of the PLFs to closely resemble UNM's undergraduate population; evaluate correlation between PLF training and improved workforce opportunities and graduate and professional school admission for PLFs.

Budget. The budget below shows how FY23 funding from other sources was used and how proposed RPSP funding will be used to expand function in FY24. By being overseen by an existing program director on campus and utilizing support from a current center on campus, the PLF program avoids duplication. Currently, the entire budget is being used to support PLFs without dedicated administrative staff salary. With a doubling of PLFs, a staff dedicated to the administrative processes of hiring and paying student employees as well as communication and support of PLFs is needed. This budget accounts for PLF hourly pay raises due to increases in minimum wage. In this budget, 73% of funding is directly supporting student salaries as they serve as PLFs.

Sources	**FY 23**	**FY 24**
RPSP Funding	$0	$ 179,500
Grants and Contracts	$0	$0
Other Sources	$60,000	$ 60,000
Beginning Fund Balance	$60,000	$239,500
Total Sources	**$60,000**	**$239,500**

Transfers (to) from		
Total Transfers	$ NA	$ NA -

Uses		
Faculty Salaries	$0	$ 0
Professional Salaries	$0	$ 37,999
Other Staff Salaries	$0	$ 0
Student Salaries (GA/TA)	$ 58,416	$ 174,526
Other Salaries	$0	$0
Total All Salaries	$0	$ 212,525
Fringe Benefits	$ 584	$ 16,109
Travel	$0	$0
Utilities	$0	$ 0
Institutional Support Charges	$ 0	$ 8548
Plant Operation and Maintenance Charges	$0	$0
Supplies and Expenses	$ 1000	$ 2318
Equipment	$0	$0
Other Expenditures	$0	$0
Total Uses	**$ 60,000**	**$ 239,500**

Group 2: First-Year Support

Existing Projects/Student Experience & Educational Innovation

Name of Initiative, Description, Target Cohort of Students, Impact

- Academic Communities- Focus is helping students transition to College
  - Transition Courses
  - FM/CTA
  - Credit Recovery Courses
  - Academic Success Courses
- Liberal Arts & Integrative Studies
  - Graduate Project *(collaboration)*
- Pre-Health Professions Annual Symposium
- UCAC serves as bridge to college of eventual major for over 1000 students every year
  - Undecided
  - Pre-Health (competitive application process)

UNM 2040

Cash Clifton, Academic Communities
In Collaboration with Eric Lau & Marlene Sanchez

One Project to Prioritize at UNM

Provide the level of support student-athletes receive to all students at UNM.

This high level goal would include:

- Reduced adviser-to-student ratios
  - Increased communication
  - Grade checks
- Access to nutritious foods at school, free of cost
- Full-ride scholarships, including housing & meal costs

One Outcome to Prioritize at UNM

Increase student retention and graduation rates.

- Increased resources to help students overcome barriers
  - Support for basic needs
- Increased flexibility
  - UNM courses
  - Administrative Structure

UNM 2040

Cash Clifton, Academic Communities

Existing Projects/Student Experience & Educational Innovation

American Indian Summer Bridge + AISB Fall Experience

Short- and Long-term Program Impacts

- Expanded academic, social, and proactive student support services for 1st-semester American Indian freshman students in a collaborative cohort setting designed to immerse students into the rigors of college life
- Advances student learning & development outcomes, community building, sense of belonging, and increased retention and success
- Strengthens leadership development opportunities, individual student agency, and campus network capacity

UNM 2040

Pam Agoyo, American Indian Student Services
Andrew Yazzie, American Indian Student Services

One Project to Prioritize at UNM

Comprehensive Holistic Wrap Around Approach

Establishment of comprehensive holistic support system (academic, financial, physical, emotional and social wellbeing) for undergraduate students built on a foundation of cultural humility & awareness that's activated in the 1st-semester experience with subsequent semester opportunities reflective of expanded mentor relationships (peer, faculty, staff) and campus-wide engagement (research, leadership & professional development) through degree attainment.

One Outcome to Prioritize at UNM

Scholarship & Financial Aid Packages

80% of undergraduate students graduate debt-free

UNM 2040

Pam Agoyo, American Indian Student Services
Andrew Yazzie, American Indian Student Services

First Year Experience Existing Projects

~ UNM Service Corps, first year students team up other UNM and CNM students in interdisciplinary off-campus community engagement at non-profits. Real world problem solving with strong community leaders. They receive stipends and critical pedagogy/anti-racism workshops. In the past these were credit bearing learning experiences (could easily be the Big Question courses offered).

~ Impact of UNMSC: leadership development, improved graduation rates, financial stability, sense of belonging, career exploration, social network, and understanding of social justice.

~ First Year Learning Communities, where faculty co-teach with community members (we were involved in the past)

One Project to Prioritize at UNM

Description

Two goals:
1) Inspire a purpose to attaining a degree
2) Inspire a love of learning
~ All first-year students in inter-disciplinary experiences focused on the root causes of societal challenges. There can be five or six thematically based tracks they chose from. Only one of those tracks is engaged with off-campus community projects. Faculty and community scholars co-teach in each track. Students have the option to change tracks after a semester.
~ A basic liberal arts education for for all students, at least for one semester, with all the ethnic studies departments and others such as sustainability and women's studies. Every college on campus has classes offered that can align with a curriculum that is liberatory. Every aspect of the core curriculum can be taught through this lens by these scholars.

UNM 2040

Kiran Katira, UNM Community Engagement Center

Existing Projects/Student Experience & Educational Innovation

Name of Initiative, Description, Target Cohort of Students, Impact

ESS Stand-Alone Events. To provide workshops, events, or skills that help build engineering student self-efficacy, preparedness, and success. *Developed with 1st & 2nd year School of Engineering (SOE) students in mind, but all are welcome.* https://ess.unm.edu/events/index.html

ESS Tutoring. To provide academic support for the SOE core STEM courses, engineering & computing specific classes, software, and coding languages. https://ess.unm.edu/services/tutoring/index.html

Room & Equipment Reservations, including a Computer Lab. To provide accessible study spaces and equipment, including computers with commonly used software for engineers and computer scientists. https://ess.unm.edu/services/room-reservations/index.html

Peer-Mentoring Program. To assist our incoming students in their transition into the University of New Mexico, the university setting, Albuquerque, and anything else that comes along with being an undergraduate with the rigorous programs within the School of Engineering at UNM. *All incoming students are eligible for a peer-mentor without the need to opt-in.* https://goto.unm.edu/peermentoring

STEM Mentoring Program. The program helps UNM STEM undergraduate students build a supportive relationship with a scientist, engineer, or other relevant professional from local companies and organizations. *Priority matching goes to 1st & 2nd year STEM students.* https://goto.unm.edu/stemmentoring

Student Research Experience. The goal of the program is to expose and engage our 1st and 2nd year students in engineering or computer science to keep them focused and motivated to stick around beyond their 2nd year. The literature suggests this is a critical component to retention. *Priority matching goes to 1st & 2nd year SOE students.* https://goto.unm.edu/sre

Internal Internship Programs. Getting real-world job experiences before graduating is one of the more beneficial experiences for your satisfaction with your undergraduate experience. *Open to SOE sophomores through graduate students.* https://goto.unm.edu/internships

Students Organizations & Conference Travel. ESS works closely with several UNM-chartered student organizations. Involvement in a student organization offers students the opportunity to develop strong leadership skills, travel to career conferences, participate in community outreach programs, network with industry leaders, and qualify for private industry scholarships & awards. https://goto.unm.edu/soestudentorgs

Student Summer Bridge Program. The goal of these workshops are to provide students with foundational skills to better support them as they enter their first semester at UNM. Mastering these skills will equip students to handle challenges they may face upon entering the University setting. *Aimed for incoming students, but open to all.* https://goto.unm.edu/summerbridge

ESS Grant Funded Programs. The opportunity for students to gain paid research and outreach positions, including Native Americans in STEM. https://ess.unm.edu/programs/grant-funded-programs.html

UNM 2040

Yadéeh Sawyer (she/her/ella) – Engineering Student Success Center

One Project to Prioritize at UNM

Description

A university wide summer refresher program, a parallel program to summer bridge for incoming students, which includes an expansion of the pre-semester prep workshops into more courses than what we at ESS are able to provide for our students. This provides additional support and knowledge for transfer students, as well as current UNM students who just need a little extra support. For example, English, Economics, and other "gateway" type courses or courses which students seem to struggle or come in underprepared. Cover the cost of the credit for the program(s).

One Outcome to Prioritize at UNM

Description

Increase student's career-readiness, through both in-classroom integration of critical skills (e.g. UNM 5), as well as through co-curricular workshops and opportunities across campus. For example, monetary incentive for attendance and participation in student research, workshops, and mentoring programs. Especially for our 1st generation and low-income populations.

UNM 2040

Yadéeh Sawyer (she/her/ella) – Engineering Student Success Center

Existing Projects/Student Experience & Educational Innovation

Name of Initiative, Description, Target Cohort of Students, Impact

The College Assistance Migrant Program (CAMP) at the University of New Mexico is 100% federally funded through the U.S. Department of Education, Office of Migrant Education, in the amount of $2,125,000 for a 5-year grant period. The CAMP program was established to identify, recruit, admit, and enroll migrant and seasonal farm worker students and provide them with academic, social, and financial support to enable the completion of their first year of college.

Ivan Olay, UNM CAMP – El Centro de la Raza

One Project to Prioritize at UNM

Description

Capturing students

UNM does a great job of welcoming students during their first weeks. After that, it's pretty quiet outside, aside from the occasional fundraisers, awareness campaigns or special events. UNM does have a lot going on inside its buildings, but you don't see that outside of them. Students can be intimidated by having to go into a building they have never been in or visit regularly.

One Outcome to Prioritize at UNM

Description

Connections

Students have a mandated academic connection with their colleges. Beyond that academic connection, it's up to the student to create more connections. Ideally, 1st year students at UNM should build more connections. Students shared an idea to continue a similar type of atmosphere during that first week at the duck pond, with organizations tabling to interest students in getting involved. At CAMP, students are continuously encouraged to seek other organizations outside CAMP to get involved with. CAMP hosts events with several entities that students may have an interest in.

CAMP specific outcomes (GPRA Measures)

- GPRA 1 - 86% of Scholars will successfully complete 1st year according to UNM standards
- GPRA 2 - 92% Scholars will continue to their 3rd semester in higher education (Based on GPRA 1)

Ivan Olay, UNM CAMP – El Centro de la Raza

Existing Projects/Student Experience & Educational Innovation

Name of Initiative, Description, Target Cohort of Students, Impact

- Undergrad informal mentor program to help build community – Piloting this AY, launching in FA23 for ENGL majors and minors, they hold "drop-in" hours in the Core Writing Office for Core students, and a pizza party at the end of the semester, at some point;
- ENGL 1110Y bypass for students in ENGL 1110X who could be successful in ENGL 1120 without completing 1110X—ENGL 1110X instructors recommend students based on a scored writing sample or work from class (for Fall '21, we had a total of 402 students in 1110X, 94 (23%) were recommended for 1120 placement, 84 of those students registered for 1120 in SP22 with 58 earning a C+ or better (42 earned A- to A+);
- Portfolio Rescue Workshop for students in ENGL 1110X, 1110Y, 1110, and 1120 who didn't end the semester with a passing grade but could pass with a higher portfolio score;
- Offer a textbook scholarship to ENGL Core students with financial need – we've been able to award all who have applied in the last three academic years;
- Building an Open Educational Resource area for ENGL 1110X, 1110Y, 1110, and 1120 which eliminates the need to purchase the commercial textbook for all Core students.

Rachael Reynolds, English Core Writing Program

One Project to Prioritize at UNM

Description

Adopting Open Education Resources (OER) in place of textbook

Building an Open Educational Resource area for ENGL 1110X, 1110Y, 1110, and 1120 eliminates the need to purchase the commercial textbook for all Core students (~3,000 students this FA semester).

This will launch FA '23 for all Core Writing class.

A committee of TAs and PTIs will begin working on the initial stages of this project during the SP '23 semester with OER Librarian Jennifer Schaller, Subject Librarian for the English Department Glenn Koelling and Instructional Designer Nick Humpries.

Two TAs will complete the project during SU '23. (TAG application submitted to pay two TAs during the SU to continue and finish building this project; there are other potential sources of funding but nothing definite at this time.)

By eliminating the textbook for a free resource area, we are reducing the costs of material to students, removing a barrier that prevented instructor autonomy in the classroom, and creating a larger pathway for a more accessible, more diverse, and more engaging educational experience for both student and instructor.

UNM 2040

Rachael Reynolds, Core Writing Program

Existing Projects/Student Experience & Educational Innovation

Name of Initiative, Description, Target Cohort of Students, Impact

ARSC 198: Fostering Scholarly Minds

3 credit hour course / TR 75-min OR MWF 50-min (as of Fall 2022, we offer 11 sections)

Co-taught by Academic Advisors and Graduate Student Teaching Assistants

- This is a **first-year student transition course**, which is meant to be an introduction to useful skills, strategies, and navigation tools to support learning and community at a university, as well as an introduction to undergraduate research opportunities in our College
- Replaces the New Student Learning Workshop requirement for these incoming students
- Desired impacts: better 3rd semester retention, quicker and more frequent interventions and connections to campus resources for struggling students

ARSC 198: Student Success in A&S

2 credit hour course / MW 50-min OR TR 50-min (as of Spring 2023, we will offer 3 sections)

Taught by Academic Advisors with the support of undergraduate Peer Learning Facilitators (PLFs)

- This course is **required by all first-year students who fall on academic probation** after their first semester (<2.0GPA).
- It is a course focused much more explicitly on reflection, further development of time management and student learning success skills, and involves much more direct intervention from campus student support services. Students who pass this class with a C will not be suspended, even if their semester GPA is lower than a 2.5.
- Desired impacts: better support of struggling students, continued opportunities for students to clarify their goals and continue with their studies without a semester of suspension, connect students to campus services more directly

One Project to Prioritize at UNM

Description

Further development and expansion of financial literacy education opportunities for incoming first-year students is needed. Offices like the Center for Financial Capability seem to be very promising, and we see many students who struggle with understanding their financial aid and Bursar's responsibilities.

Also (and yes, I know this is 2 projects!), additional support, training, and funding is needed for continued curriculum related to advisor-involvement in first-year transition courses if we want to continue to sustain and expand these types of opportunities in the future.

One Outcome to Prioritize at UNM

Description

Increase the pass rate of Foundational and General Education courses taken during the first-year to 75+% overall.

UNM 2040

Sarah Peceny, Education & Development Manager of College of Arts & Sciences Center for Academic Success (ASC-AS)

Existing Projects/Student Experience & Educational Innovation

Name of Initiative, Description, Target Cohort of Students, Impact

Communities to Careers: Growing NM's diverse health care workforce through a series of 12 program models in 36 locations serving elementary through graduate students. Programs are structured around UNM HSC DEI's Foundational Pillars of Identity Development & Promotion, Academic Development, Cultural Humility, Community Engagement, & Service-Learning.

Health Careers Academy (HCA): is an intense and rewarding four-six week, summer program designed to enhance math, science, language arts and critical thinking skills while exposing students to health and science related professions. This program will challenge students by balancing a rigorous academic curriculum, test preparation, service learning, and health science career exploration. HCA is held at 6 locations in NM.

Target Cohort - Rising HS Juniors and Seniors, from Albuquerque Metro Area, Sandoval County, Northeast Region, Northwest Region, Santa Fe Indian School, Southeast Region (anticipated summer 2023), who identify as underrepresented in health care.

Impact - A successful HCA program will lead participants to:

- Strengthen test taking skills
- Enhance math, science, language and critical thinking skills relevant to health care degree pathways
- Identify a range of health professions and articulate their interest in them
- Increase their awareness of the urgent need for diverse healthcare in New Mexico
- Be more confident in their readiness for higher education

Professional Achievement Training for Transdisciplinary Health (PATH) Emerging Leaders: is a 10-day summer program at the University of New Mexico designed to elevate learner skills and opportunities as leaders in health and health equity. The mission of the PATH program is to create an accelerated, interdisciplinary learning experience that will prepare recent and soon-to-be high school graduates to become leaders in both clinical and non-clinical professions that address health issues in communities of color.

Target Cohort - Rising NM HS seniors and incoming college freshman who identify as Black/African-American and/or underrepresented in health care

Impact - A successful PATH program will lead participants to:

- Identify the major social determinants of health across communities of color.
- Analyze the concept of health equity and recognize gaps in health equity as it relates to clinical and non-clinical sectors.
- Explore current events and issues in health through interdisciplinary perspectives.
- Dialog and reflect to create a space that nurtures relationships, creativity, and collective action for a more just and sustainable world.
- Apply planning and design tools to effectively conceptualize, plan, and communicate information to diverse and multi-generational audiences.
- Understand the tools, resources, and relationships that positively impact pre-health student success.

UNM 2040

Amy Greene, Stacy Collier, UNM HSC Office for Diversity, Equity & Inclusion

Existing Projects/Student Experience & Educational Innovation

Name of Initiative, Description, Target Cohort of Students, Impact

Communities to Careers:

Undergraduate Health Sciences Enrichment Program (UHSEP): is a multi-week, academically rigorous residential program at the University of New Mexico (UNM) that provides an on-campus learning environment for entering college freshmen who are interested in a career as a health professional. The program will challenge students with a curriculum that enhances and supports their academic and social development.

Target Cohort - Incoming NM college freshmen who identify underrepresented in health care.

Impact - A successful UHSEP program will lead participants to:

- Explain the preparations needed for the rigors of health professions programs.
- Create their personalized roadmap towards health professional schools.
- Build academic and life skills that can be used for success in their undergraduate careers.
- Understand the tools, resources, and relationships that positively impact pre-health student success.
- Increase awareness of the urgent need for healthcare in our state.

HCOP Ambassadors/COE Scholars: is an academic year long, and year-to year cohort program providing student support for matriculation and graduation to their next level of education in health careers. Each cohort of students receives a curriculum focused on integrated inter-professional learning activities that include health research projects, mentoring, student support services, cultural humility trainings, individual professional development plans, and coping/wellness strategies, among other activities.

Target Cohort - undergraduate and professional level students from economically or educationally disadvantaged backgrounds who are interested in health careers, at UNM Main, UNM HSC, SFCC, SJC, NMHU, and 2 additional sites in the Southeast and Southwest regions (anticipated in 2023-24)

Impact - A successful Ambassadors program will lead participants to:

- Understand their own academic and social strengths
- Become well-versed in developing and completing a research projects in the clinical areas of opioid abuse, mental and behavioral health, or childhood obesity.
- Establish support networks including formal and informal one-on-one mentorship and peer to peer mentorship
- Have increased access to student support services such as test preparation, study skills, resume/CV writing, financial aid literacy, individualized development of life-long learning, and coping/wellness strategies.
- Grow in their understanding of cultural humility, structural competency, and their identity development and promotion.
- Plan and engage in community-based project and service-learning activities.

UNM 2040

Amy Greene, Stacy Collier, UNM HSC Office for Diversity, Equity & Inclusion

One Project to Prioritize at UNM

Strengthen Bridge to College

- Expand & institutionalize summer bridge programs & personnel that work with first-gen, low-income, underrepresented students
  - Provide bridge programs with/in community-based locations
- Expand Dual Credit offerings from UNM to improve students' connection and preparedness for pursuing a degree at UNM.
- More accessible degree planning tools available to high school/incoming college students to empower them to best access their advisors. Checklists that are easy to follow for each major/pathway.
- First Year Seminars or Cohort Programs required or incentivized for ALL students. Themed by major or interest. Taught by student support staff and/or faculty, complemented by student TAs. Linkages to academic advising and student affairs. Linkages to summer bridge programs.

One Outcome to Prioritize at UNM

- Making sure EVERY student has access to connections with student support services/personnel at UNM and in their communities, beginning prior to their first year, and consistently being available throughout their degree pathway, thereby enhancing their sense of belonging and success.

UNM 2040

Amy Greene, Director, UNM HSC DEI Communities to Careers
Stacy Collier, Program Manager, UNM HSC DEI Communities to Careers

Existing Projects/Student Experience & Educational Innovation

Name of Initiative, Description, Target Cohort of Students, Impact

Student Support Services-TRIO

The program is a Federally funded U.S. Department of Education TRIO grant program designed to assist 160 students to encourage persistence in their undergraduate education and graduate with a bachelor's degree. The program design includes 1 director, 2 advisors, a team of Peer Coaches to deliver holistic services of course advisement/planning, tutoring, mentoring, financial guidance and financial literacy, planning for graduate school, workshops, cultural activities and activities to engage students to feel they are part of the campus community. Intensive time is spent with the incoming cohort and then intensity decreases over time or need.

Target Cohort, UNM Main Campus Undergraduate Students:

- U.S. Citizens or Individuals who are eligible for federal aid
- First-generation students, and or
- Students with low-to-moderate income backgrounds, and or
- Students with documented disabilities

Impact:

Increase graduation rates of disadvantaged students thereby increasing UNMs graduation rate.

Dawn Blue Sky-Hill, Student Support Services-TRIO, Dept of College Enrichment & Outreach Programs

One Project to Prioritize at UNM

A Holistic Approach

The SSS program assigns Advisors & Peer Coaches to the incoming student to allow the students to feel seen and heard. Reciprocally, SSS shares insights and tips on how to be a successful student. The SSS team checks on how the student is doing inside the classroom as well as on the outside of the classroom.

- Students must have meetings with both the SSS Advisor and a Peer Coach to assist them in navigating the new college environment (academics, registration, finances, transportation, living, food, etc.).
- Students are asked to attend at least 2 workshops or activities each semester.
- A goal is to make the student feel welcomed and part of the greater UNM community.

One Outcome to Prioritize at UNM

Degree Plan

"What do you plan to do after you graduate?" SSS encourages students to associate their career choice with their undergraduate program to begin strengthen their skills, and experiences to be competitive for the job market and or a graduate program. A goal for SSS is that 100% or each student creates a **Degree Plan** based on their prior credits, academic goals, financial aid (if limited, assume they will get a job or two or will need to learn about types of loans and loan burdens and other resources), etc.
If we know their goal, we can best guide them to campus resources, job opportunities, internships, study abroad programs, undergraduate research opportunities, scholarships, graduate school applications, etc.

UNM 2040

Dawn Blue Sky-Hill, Student Support Services-TRIO, Dept of College Enrichment & Outreach Programs

Women's Resource Center
IMPACT Leadership and Mentorship

Facets of the Program:

Mentorship

Professional development

Personal development

One Project to Prioritize at UNM

Provide the level of support student-athletes receive to all students at UNM.

Better club advertising/outreach, specifically to students who need it most

One Outcome to Prioritize at UNM

Increase student retention and graduation rates.

Collaboration between groups, clubs and other organizations

UNM 2040

Women's Resource Center Impact Program, Aíne McCarthy

Proposed Tactics for the Public-Facing UNM 2040 Strategic Plan

GOAL 2: STUDENT EXPERIENCE & EDUCATIONAL INNOVATION		Timeframe: now through June 30, 2023		
		Succinctly Describe Tactic	**Metric (using SMART goal guidelines)**	**Project Manager for Tactic - Lead Contact (name, email)**
Objective 1	Coordination and Alignment of First-Year Support Programs	Align and coordinate first-year, near-peer mentorship and support programs. Build course clusters for first- and second-semester students to promote connection and belonging; attach academic support directly to the clusters.	Identify appropriate placement and develop job description for individual to coordinate first-year programs	Incoming Executive Director Student Support, Director, Office of Advising Strategies Hands, Cheek, Scott
			Establish baseline of programs currently in existence	
			Coordinate with academic programs	
			Integrate HSC programs reaching first-year students	
			Advance data collection on student enrollment in first-year programs	
			Evaluate and assess current status to establish goals for development of the office	
Objective 2	Co-Curricular Engagement and Data Collection	Define varied co-curricular experiences (e.g. study abroad, community engagement, internship, professional shadowing, etc.); identify their place in the curriculum and prioritize credit-bearing opportunities; popularize short-term, intensive experiences alongside traditional semester-long experiences.	Establish exit survey **required** for graduation (May 2023)	Team Leads: Vigil, Scott, Cheek
			Develop co-curricular transcript	
			Establish co-curricular baseline	
Objective 3	Student Advisement Support Team	Develop an advisement system that guides students from point of completion of admissions through orientation and involvement in their college; ensure a "shared university voice" with students that emphasizes the most critical and developmental communications. This one-stop, virtual platform will supports students as they navigate career decision-making.	Hire lead to map roles/responsibilities and coordinate with enterprise IT	Director, Office of Advising Strategies Hands, Cheek, creation of new position, Alesia Torres (Enterprise IT), cross university governing committee established by Enterprise IT
			Develop shared investment across campuses	
			Rebuild and modernize advisement training and professional development	
Objective 4	Graduate Teaching Assistant (GTA) Training	Pilot GTA training approaches adapted to different departmental and teaching contexts. Design a general model with a focus on supplying graduate students with professional development that is useful for their careers and offering them tools to increase success, engagement, and equitable outcomes among the undergraduates they teach.	Pilot Student Experience Project (SEP) GTA training adoption	Center for Teaching and Learning (Pollard, Spong), Dept. of Biology (Witt, Takasc, Howe,..)
			Center for Teaching & Learning and Graduate Programs coordination around Fall 2023 training	
			Evaluation and improvement	
			Pilot training models established in all departments	