Transforming@Northern

3RD ANNUAL CO-CURRICULAR RETREAT

AUGUST 6TH, 2019
STUDENTS FEATURED

Meghan Trujillo
Christian Owona
Bruno Guedes
Augustus Cuch
Pearly Artidea
Ibrahima Diagne

In Picture Carla Dominguez

Hosted by Office of Equity & Diversity, Student Life, Active Minds, and the Arts, Film & Media Program

https://youtu.be/3zAjyFLGDKw
Introductions & Welcome

Facilitators

Adán Baca
Gwen Orona
Richard Sedillo
Debra Trujillo
Patricia Trujillo
Tamara Trujillo
Verna Trujillo
Stephanie Vigil-Roybal

Tell us about yourself:

- Name
- What do you do on campus?
- (Quickly) What is one memory from outside the college classroom you remember?
Others who helped make today possible:

- Manuel Chavez (Jemez) - artist of beautiful butterfly
- Northern Río Grande National Heritage Center - Thomas Romero & Leland Chapin
- The Mama Patrol - Mary Margaret Trujillo
- Tewa Women United - Kathy Sanchez
● Silence or Turn Off Cell Phones
● One Person Talks at a Time
● Stick to Our Times on the Agenda as much as Possible - Be Flexible
● Participate Fully
● Have Fun
DEMOGRAPHICS

NNMC Fact Book 2018

● 63% Female
● 47% Age (18-24)
● 71% Hispanic, 10% Native American, 8% White, 2% Black, 9% Other
● 59% Full Time
● 84% Receiving Financial Aid

Rio Arriba County - US Census Bureau - July 2018 estimates

● 51% Female
● Persons under 18 = 23.4%
● 71.2% Hispanic, 19.3% American Indian/Native Alaskan, 12.7% White, .9% Black/African American, .8% Asian
● 28.9% Persons in Poverty
POEM BY ADAM BACA

Title: Espanola

MURAL: CRUZ AND BENJAMIN LOPEZ AND TOBY MORFIN
NNMC Student Leader Panel

Tomas Quintana, Joshua Lopez, Joseph Dunham, Antonio Galvan, Martha Montoya, Chantel King, Jesseluke Willburn, Teresa Lovato, Karla Dominguez, Meghan Trujillo
Origin Story for Co-Curricular Committee (Tamara & Patricia)

- Finding in HLC Report - RE: Co-Cu Assessment
- Researched models for best practices in higher education:
  - Organizational structure
  - Best practices
  - Identify conceptual framework for co-curricular learning outcomes
- Created a vision, mission and goals to guide the process
- Began inventory of what co-curricular activities are currently happening on campus, and collecting Co-Cu Annual Plans and Reports
- Create timeline toward December 2017 HLC Report
NNMC Co-Curricular/Student Life Vision:

**Student Affairs** and Co-Curricular Programs at Northern will be a leader in student-ready and student-centered services and programs that create a campus culture that is caring, empowering, and fosters a sense of belonging to enable the college to truly meet the needs of students, families, communities, and the region it serves.

NNMC Co-Curricular/Student Life Mission:

To create programs, services, and **experiences** that support students to be leaders in their own educations, communities, and lives.
Student Life and Co-curricular Experiences at NNMC will:

Transform the WHOLE student experience by promoting co-curricular activities with the following Student Life and Co-curricular Goals:

1. **Promote Health & Wellness**
2. **Support Social & Personal Growth**
3. **Cultivate Culture & Identity**
4. **Encourage Student Leadership & Engagement**
5. **Engage the Campus & Community**
6. **Develop Career & Lifelong Learning**
AY 17/18 - Year One: Concepts

● We need to become a Student Ready Campus
● The entire campus is learning community
● Transform the WHOLE Student Experience: 6 Goals
AY 18/19 - Year Two - Concepts

● Merge the assessment with a shared pedagogy based on book *Sentipensante Pedagogy* by Laura Rendón
Such as:
  ○ Cariño (Teaching/Serving with Tenderness)
  ○ Empathic Listening
  ○ Building Student Relationships,

● Emphasis on Collective Leadership

● Addressing the Whole Student Experience (Hierarchy of Needs, Vgotsky’s Zone of Proximal Development, etc.)
AY 18/19 - Year Two - Concepts

- The **Office of Student Life / Student Life and Activities Committee** will be where **Co-curricular Assessment** will be coordinated. The two committees are linked and meet at the same time to become more effective in accomplishing the work,

- **Focus** this year, on **Career and Life Long Learning and Cultivating Culture and Identity**,

- **Implement** necessary changes observed through the assessment process,

- **Close the feedback loop** by completing Co-curricular Assessment Reports,

- **Retreat to reflect** every summer to review Student Life Surveys and determine if we are meeting current needs and determine our focus for upcoming year,
Year Three Concepts:

In speaking about the Transformative Relationships between the curricular and co-curricular, Laura Rendon posits that:

“Integrative learning as education that [addresses] the whole human being -- mind, body, and spirit, as well as the integration between the outer life of vocation and professional responsibility and the inner life of personal development, meaning and purpose.” (Rendón 16-17)

Transformative High Impact Co-Curricular Events

-- More than 3 departments/offices collaborating
-- Goal of more than 75 students participating
-- Engages “transformative relationships” in planning
The Co-Curricular Assessment Cycle
Co-Curricular Assessment Cycle

1. Plan - Fall Complete Assessment Plan by last Friday of November
2. Do - Fall or Spring Implement Assessment Plan
3. Study - Summer Complete Assessment Report by last Friday of June
4. Act - Summer Participate in Co-Curricular Assessment Retreat to determine next steps
5. Continuous - Fall, Spring, Summer Inventory all co-curricular activities/experiences happening using designated Google form
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Continuous Assessment Cycle

1. Plan
2. Do
3. Study
4. Act

1. Egg
2. Caterpillar
3. Pupa
4. Butterfly
Now that we’ve been doing and assessing for two years... what does the data look like?
1. Co-Curricular Inventory

Reported Number of Activities in AY 18/19

78

What time of year do we do most of our events?

Fall
   September
   October

Spring
   March
   May

2. Co-Curricular Proposals & Reports

Targeted Goals for AY 2018/19:
* Develop Career & Lifelong Learning
* Cultivate Culture & Identity

Did we meet our goals?

How is CoCu Assessment implementation going?

<table>
<thead>
<tr>
<th></th>
<th>AY 17/18 Count</th>
<th>AY 18/19 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>Reports</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

3. 2018 Student Survey (N=201)

Student Life Survey 2018, N=201
If you were in charge of the NNMC Student Life Budget, what would you spend it on?

4. NNMC Student Life helps me connect to my peers. (N=201)

|               | 1 (1%) | 2 (3.5%) | 3 (4.4%) | 4 (23.4%) | 5 (47.8%) |

5. Student Life supports my success as a college student (N=201)

|               | 1 (1.5%) | 2 (3.5%) | 3 (15.9%) | 4 (25.4%) | 5 (53.7%) |

6. Student Life encourages me to keep pursuing my education (N=201)

|               | 1 (2%)   | 2 (2.5%) | 3 (13.9%) | 4 (24.9%) | 5 (56.7%) |

7. Data Key: 1. Co-Curricular Inventory (Umbrella); 2. Co-Cu Proposals/Reports (Magnifying Glass); 3. Student Survey
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Guest Speaker: Kathy Wanpovi Sanchez

The Butterfly Model
So What?

Analysis of how to provide feedback on reports for improvement

1:00 - 1:20 pm

○ Break up into Groups / Groups get a packet (3 sample Co-curricular Assessment Reports)
○ Groups Review Reports Together & Complete a Checklist for each Report
○ Groups Recommend Strategies for Receiving Feedback for Reports

1:20 - 1:45 pm

○ Groups Display Checklist and Share-out
○ Gallery Walk - Individuals vote on how to receive Feedback for Reports
Characteristics of Co-curricular Activities at NNMC:

1. **Intentionality** - Is your activity designed to promote student learning/development? Does it give students the opportunity to apply their learning in new situations?

2. **Claims** - Does NNMC claim your activity as part of the overall college Student Life goals: support social and personal growth, cultivate culture and identity, promote health and wellness, encourage student leadership and engagement, develop career and lifelong learning, and engage the campus and community?

3. **Outside the classroom** - Is the activity outside the formal classroom (i.e., it's not a class activity)?

Adapted From North Dakota University
**Now What?**

**Develop Strategies for High Impact Transformative Events**

2:00 - 2:20 pm

- Break up into Groups / Groups complete a Graphic Organizer Handout

2:20 - 2:45 pm

- Groups Display Graphic Organizer on Wall and Share-out
Group Photo
2:45-2:50 PM

YEAR 1: AY 17-18
YEAR 2: AY 18-19
Butterfly Release & Decorate a Butterfly
2:50-3:00 PM