New Student Orientation UNM-Valencia Trainer's Guide

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Development Document

OLIT 501

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Workshop Summary

Mission

UNM VC's mission is to provide students with a quality education that will give them an opportunity for a lifetime of success. The vision is to excel in teaching, learning and service to the community by being student centered, providing quality education and services, valuing diversity and community, operating with integrity, keeping high ethical standards, utilizing creativity, taking initiative and being responsible stewards. In order to accomplish the overall mission of UNM VC, students need to be adequately prepared to participate in the academic community.   Therefore, the goal of this workshop is to help students understand critical information they need in order to successfully complete a degree program at UNM Valencia. The new format this information will be provided in will allow students to learn necessary information in the order that it will be used. Thus, will significantly lower the number of students who utilize Student Services Staff for issues they could otherwise resolve independently. This training will also decrease the number of unnecessary and potentially damaging academic issues students face due to their lack of knowledge in this area.

Once students understand the functions of UNM Valencia policy and procedure, as pertaining to them, they can more fully concentrate on their performance in the classroom.

Setting

The target audience participating in the NSO will be people who have never attended college. These first time students have a variety of life circumstances that could affect their ability to attend the training. Although all participants will be first time college students, some may be employed in full time jobs, or have other time constraints that need to be taken into consideration. This training will be offered in class and online for two weeks prior to the beginning of each semester. The in-class training will be offered at various times including morning, afternoon and evening sessions to accommodate all participants. Students who opt to take the online orientation can take it at any time within the two weeks prior to the beginning of classes.

Students will be required to register for one format of the NSO in advance so that appropriate preparations can be made. The duration of the training will be approximately two hours and thirty minutes. The online portion can be accessed through the UNM VC website once students have set up their Lobo ID and password. The face-to-face training will be held in a large classroom located on campus. The classroom will be furnished with a desk, chair and computer for each student, as well as audio visual equipment for use by the trainers. Students will be provided with appropriate handouts and materials for use during NSO in both the online and during the face-to-face format. Handouts can be found at the end of this training manual and will be referred to within the manual to cue trainer on when it should be utilized and how.

All equipment necessary for the face-to-face training can be obtained from the IT department of UNM Valencia Campus. Students who opt to take the online version of the training can also utilize the UNM VC computer labs or should have access to a computer with high speed internet consecutively for two hours and thirty minutes.

Due to the short nature of the training, students will only be given one 15 minute break. During the face-to-face training, students will also be directed toward vending machines and restrooms. Students who take the online orientation will have the option to skip the fifteen minute break.

Learning Goals and Objectives

Goals (Terminal Objectives)

At the end of the course, participants will be able to:

- Have a better understanding of the university's functions and procedures.

- Understand the information needed to successfully complete a degree program at UNM VC.

- Appropriately utilize the UNM VC Catalog, Academic Calendar, and Schedule of Classes.

- Create a personalized class schedule for the current semester.

Objectives (Enabling Objectives)

During the course of this orientation, students will learn to:

- Explain the general uses of the UNM VC catalog.

- Define prerequisite.

- Locate UNM Core Curriculum.

- Locate curriculum according to major.

- Explain the uses of the UNM VC Academic Calendar.

- Explain what the UNM VC Schedule of Classes is and what it is used for.

- Demonstrate the use of LoboWeb.

- Demonstrate and articulate the various uses of the catalog

- Correctly use the catalog, schedule of classes and academic calendar together to create an individual schedule.

Materials Checklist

Instructor (Face-to-Face Orientation)

- Power point presentation saved to laptop or thumb drive

- Participant roster

- Sign in sheet

- UNM Valencia Catalogs and extra pencils with erasers for unprepared students

- Handouts for orientation

- Dry erase markers and eraser

Prior to face-to-face orientation instructor should also verify the classroom, dates and times of orientation and make sure all necessary equipment is functional and available.

Participants

Face-to-face Orientation

- UNM Valencia Catalog

- UNM Valencia Schedule of Classes

- Net ID and Password

- Pencil and eraser

- Outline of personal weekly schedule

Online

- Computer with high speed internet, speakers and printer

- UNM Valencia Catalog

- UNM Valencia Schedule of Classes

- Net ID and Password

- Pencil and eraser

- Outline of personal weekly schedule

- Print out of schedule planning grid

- Print out of UNM Core Curriculum

Students who choose to participate in the online version of this new student orientation will first have to view an NSO checklist and be asked to print out the two handouts necessary to complete the orientation. Students will also receive prompts during the orientation to utilize each handout when it is appropriate.

Students who attend the face-to-face new student orientation will be provided with the necessary handouts during the training.

Instructor Preparation

In order to provide the highest quality of training at each new student orientation, the instructor must prepare beforehand. Initial preparation should include thorough review of this manual and all associated materials (e.g. handouts, catalog, and schedule of classes etc. that students are expected to learn). Instructors must ensure that all equipment necessary to complete training is available and working (e.g. computers, power point presentation, projector, etc.). The instructor is also responsible for furnishing handouts and should check the reservation list of students to determine how many handouts will be needed at each orientation.

Online instruction will include abbreviated recordings of lectures for each module. The lectures should be recorded in sequence that the modules will be learned. To record lectures, instructors may visit the IT department of UNM Valencia whose employees can help facilitate this portion of the orientation. In preparation for recorded sessions, the instructor needs to review all material that will be covered in the orientation. It is recommended that the instructor practice the lectures prior to recording so that the information flows smoothly. Good preparation before recording will minimize editing and necessity for re-recordings.

Note: The recorded lectures for online use may be utilized for more than one semester, but can be revised with the help of IT when necessary and appropriate. The online lectures should be updated at least once every year to ensure information is pertinent and up to date. As changes that affect students occur within the University, the update of online lecture sections should also be evaluated.

Orientation Module Lesson Plan

The following lesson plan provides a general guide for the sequence and duration of the learning activities for each module of the workshop. The outline includes activity suggestions, presentation strategy, media and instruction tips.

The online New Student Orientation will go over all below listed Modules. Where there are interactive activities listed, students will be given time to reflect and if they so desire can make a list on their own. The online orientation will also

be equipped with a short test at the end to measure the effectiveness of the training. Students will not be allowed to register for classes on their own until they pass the test with a 70% or better. If students fail to score a 70% twice in a row they will be required to attend a face-to-face orientation before being allowed to register for classes.

Module 1. Nuts & Bolts				
Learning Activity	**Learning Goals**	**Instructional Strategy**	**Media**	**Presentation Tips**
Welcome and overall Objective of Orientation	Provide a general overview of the University and its functions.	Power point and Lecture	Power point and Pictures	Initiate exciting and open environment about the beginning of a new chapter in student's lives.
Introductions		Discussion	None	Instructor should tell a little about themselves and their qualifications. Students will be asked to share their name and intended major
Overview of Orientation Agenda		Verbally review agenda that will be displayed on a power point presentation	Power point	Give students an overview of the content and structure of orientation
Review of comfort rules and guidelines		Verbally review information written on flip chart	Poster Board	Comfort rules and guidelines will be on display in classroom. Instructor should go over each rule/guideline and provide brief explanations.
Present UNM Valencia goals and mission statement		Verbally present goals and mission statement. Written in catalog as well.	Power point, UNM Valencia Catalog	Instructor can read University goals and mission statement aloud. The mission statement, vision and goals can also be read in the catalog.

Module 2. So I'm in college, now what?				
Learning Activity	**Learning Goals**	**Instructional Strategy**	**Media**	**Presentation Tips**
What does it mean to be in college?	Remind students why they are here	Discussion of the importance of college attendance	Flip chart	List reasons students give for their college attendance
Where I am and where I want to be	Through academics, create a vision for success in each student	Directed discussion	Flip chart	Instructor should commence discussion by giving examples and then list the different things students contribute to the discussion
How do I get there?	Help students begin to map out their path that points them toward their educational and career goals.	Directed discussion	Flip chart	Instructor should direct this discussion by first explaining the activity and then by providing some solutions (e.g. continuing education, getting good grades, researching

				possible jobs, etc.) and then should list the solutions students give.

Module 3. Tools in my tool box				
Learning Activity	**Learning Goals**	**Instructional Strategy**	**Media**	**Presentation Tips**
Introduction of UNM VC Catalog	Learn general uses of UNM Valencia catalog	Explain through lecture and demonstration	Power point and UNM Valencia Catalog	Instructor should explain uses and guide students through various sections of the catalog. Demonstrations are also appropriate. Instructor can engage students by asking for volunteers to assist in the demonstrations.
Locate UNM Core Curriculum		Lecture	Handout and catalog	Instructor should explain what the UNM Core curriculum is and refer to handout. Answer questions from class as they arise or ask students to hold questions until the end of this section.
What's a major and how do I find one?		Informative lecture and demonstration Interactive participation	Catalog and white board	Instructor should first talk about the majors available at UNM Valencia listed on page 75. Students should then be asked for some majors. Those will be looked up and listed on the white board.
How do I know if I can take that class? Definition of prerequisite		Explain through lecture and give examples	Catalog and flip chart	Instructor should give the definition of "prerequisite" and also provide examples of prerequisites. Write definition on flip chart.
UNM Valencia Academic Calendar	Learn what the academic calendar is and how to use it.	Explain what the calendar is, what is used for and why students need to know about it	Introduce the academic calendars and inform students that they have access to this in three different ways, UNM VC website, Catalog and schedule of classes	Students will be directed to the academic calendar in the front of the catalog but will be informed of the other places they can access the calendar. Point out important dates and emphasize students should refer to calendar several times throughout each semester.

Schedule of Classes	Learn what the schedule of classes is for and how to use it.	Visual and verbal structured overview providing a simple explanation of what the schedule of classes is as well as the relation to the catalog and academic calendar	Schedule of Classes and power point	Students will be directed to either the physical schedule of classes (in book form) or the online schedule of classes. Instructor should highlight important parts of the schedule of classes; it should then be explained as a whole. Instructor should ask questions about use of schedule and allow students to answer.

Module 4. Pull it together!				
Learning Activity	**Learning Goals**	**Instructional Strategy**	**Media**	**Presentation Tips**
Using my tools	Learn how to use catalog, schedule of classes and schedule planning grid together to make individualized schedule each semester.	Overview of how to use the Catalog, Schedule of Classes and Schedule planning grid in combination with one another.	Power Point	Through power point presentation, instructor should show students the steps needed to create an individual schedule for the semester.
Create Individual Schedule using all tools		Students will create an individual schedule for the semester.	Catalog, Schedule of Classes, and Schedule Planning Grid Handout	Instructors should monitor the progress of the class and answer any questions that may arise during the time that students create their individual schedules.
Ten Steps for Academic Success	Recap of strategies to help gain academic success.	Review handout with students	Hand out	Instructor should review handout with students and elaborate slightly on each point.
Closing	None	None	None	Thank students for attendance. Remind them of the location of Student Services and welcome them to campus.

Orientation Handouts

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30						
9:00						
9:15						
9:30						
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5:00						
5:15						
5:30						
5:45						
6:00						
EVENING						

DON'T FORGET TO SIGN UP FOR THE LABS!!

CRN#_____ CLASS_____ SECTION#_____ CREDIT HOURS____
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UNM CORE CURRICULUM WORKSHEET

All UNM Students are required to complete the Core Curriculum as part of their baccalaureate (Bachelor's) degree program. There are VERY limited, specific exceptions allowed and only for certain specific colleges or majors. **All Courses are one semester in length. Unless noted, all courses are offered for 3 credit hours**

A GRADE OF C (NOT C-) IS NEEDED FOR ALL COURSES TO SATISFY THE CORE REQUIREMENTS

AREA 1: WRITING AND SPEAKING - 9 credit hours required, including English 101, English 102 and 1 additional course

ENGL 101: Composition 1   **ENGL 102**: Composition 2

All Students are required to demonstrate competency in ENGL 101 & 102 and complete one additional course from the following:

ENGL 219: Technical Writing   **ENGL 220:** Expository Writing   **CJ 130**: Public Speaking

PHIL 156: Reasoning & Critical Thinking

AREA 2: MATHEMATICS - 3 credit hours required. Choose one course from the following:

3 credits of required hours does not include any pre-requisite Math courses required by placement (IS Math 100 or MATH 120).

MATH 121: College Algebra	**MATH 150**: Pre-Calculus	**MATH 180**: Elem. Of Calculus
MATH 129: Surv of Mathematics	**MATH 162L**: Calculus 1 (4cr)	**MATH 181**: Elem. Of Calculus 2
		STAT 145: Intro to Statistics
MATH 215: Math for Elementary Teachers 3	**MATH 163L**: Calculus 2 (4cr)	

AREA 3: PHYSICAL AND NATURAL SCIENCES - 7 credit hours required.

Choose two courses from the following. One **must** include a one credit lab.

ANTH 121L: Arch. Method & Theory (4cr)	**CHEM 111**: Elem of General Chemistry (4cr)	**PHYC 102**: Introduction to Physics
ANTH 150: Evol & Human Emergence	**CHEM 121L/131L**: General Chemistry (4cr)	**PHYC 102L**: Opt. Lab for PHYC 102 (1cr)
ANTH 151L: Opt. Lab for ANTH 150 (1cr)	**CHEM 122L/132L**: General Chemistry (4cr)	**PHYC 105**: Physics and Society
ANTH 160: Human Life Course	**EPS 101**: Intro to Geology	**PHYC 151**: General Physics
ANTH 161L: Opt.l Lab for ANTH 160 (1cr)	**EPS 105L**: Opt. Lab for EPS 101 (1cr)	**PHYC 151L**: Opt. Lab for PHYC 151 (1cr)
ASTR 101: Intro to Astronomy	**EPS 201L**: Earth History (4cr)	**PHYC 152**: General Physics
ASTR 101L: Opt. Lab for ASTR 101 (1cr)	**ENVS 101**: The Blue Planet	**PHYC 152L**: Opt Lab for PHYC 152 (1cr)
BIOL 110: Biology for Non-Majors	**ENVS 102L**: Opt. Lab for ENVS 101	**PHYC 160**: General Physics
BIOL 112: Opt. Lab for BIOL 110 (1cr)	**GEOG 101**: Physical Geography	**PHYC 160L**: Opt. Lab for PHYC 160 (1cr)
BIOL 121L: Principles of Biology (4cr)	**GEOG 105L**: Opt. Lab for GEOG 101 (1cr)	**PHYC 161**: General Physics
BIOL 122L: Principles of Biology (4cr)	***NTSC 261L**: Physical Science (4cr)	**PHYC 161L**: Opt. Lab for PHYC 161 (1cr)
BIOL 123: Bio for Health-Related Sciences	***NTSC 262L**: Life Science (4cr)	
BIOL 124L: Opt. Lab for BIOL 123 (1cr)	***NTSC 263L**: Environmental Science (4cr)	

* Natural Science (NTSC) 261L, 262L, and 263L are for pre-service K-8 teachers only

AREA 4: SOCIAL AND BEHAVIORAL SCIENCES - 6 credit hours required. Choose two course from the following:

AMST 182: Intro to Env. Sci. & Technology	**CRP 181**: Intro to Environmental Problems	**POLS 110**: The Political World
AMST 185: Race, Class & Ethnicity	**ENGF 200**: Technology in Society	**POLS 200**: American Politics
ANTH 101: Intro to Anthropology	**GEOG 102**: Human Geography	**POLS 220**: Comparative Politics
ANTH 130: Cultures of the World	**LING 101**: Intro to Linguistics	**POLS 240**: International Politics
ECON 105: Intro to Macroeconomics	**PSY 105**: General Psychology	**SOC 101**: Intro to Sociology
ECON 106: Intro to Microeconomics		

AREA 5: HUMANITIES - 6 credit hours required. Choose two courses from the following:

AMST 186: Intro to Southwest Studies	**MLNG 101**: Languages and Cultures	**PHIL 201**: Greek Philosophy
CLST 107: Greek Mythology	**HIST 101L**: Western Civilization (to 1648)	**PHIL 202**: Modern Philosophy
CLST 204: Greek Civilization	**HIST 102L**: Western Civilization (from 1648)	**RELG 107**: Living World Religions
CLST 205: Roman Civilization	**HIST 161L**: History of the US to 1877	**RELG 263**: Eastern Religions
CLCS 223/224: Literary Questions	**HIST 162**: History of the US since 1877	**RELG 264**: Western Religions
ENGL 150: Study of Literature	**PHIL 101**: Intro to Philosophical Problems	**UHON** - Honors Legacy Sem, 100-200 level
ENGL 292/293: World Literatures		

AREA 6: FOREIGN LANGUAGE - 3 credit hours required.

One Course chosen from any lower-division non-English language offerings from the Dept of Linguistics (including Sign Language), Spanish and Portuguese, Foreign Languages and Literatures, and foreign languages in other departments and programs (except Latin 105).

Foreign Language Course:_____

AREA 7: FINE ARTS - 3 credit hours required. Choose one course from the following:

ARTH 101: Intro to Art	**DANC 105**: Dance Appreciation	**MUS 139/140**: Music Appreciation
ARTH 201: History of Art 1	**MA 210**: Intro to Film	**THEA 122**: Intro to Theatre
ARTH 202: History of Art 2	**FA 284**: Experiencing the Arts	**ARCH 101**: Intro to Architecture

Any 3 credit hour studio or performance course offered by the Department of Art and Art History, Music, Theatre and Dance, or Media Arts will also fulfill this requirement.

TEN STEPS TO ACADEMIC SUCCESS

1. Set individual academic and personal goals.

2. Choose courses carefully, especially during your first year.

3. Know and use resources.

4. Meet and get to know faculty.

5. Learn actively.

6. Manage your time well.

7. Know and actively use reading skills.

8. Develop strong listening and note-taking skills.

9. Develop and improve your writing and speaking skills.

10.   Get involved in co-curricular activities; learn skills and gain experience.

Want to know more?

Pauk, Walter. How to Study in College. 5th edition.

Princeton: Houghton Mifflin Company, 1993

Orientation Evaluations

Evaluations will be available at the close of the orientation. Students who choose to participate in the face-to-face orientation may complete an evaluation before leaving. Those evaluations will be collected by a volunteer who will turn them in to the Student Services Director. Online participants can complete each evaluation online and will be prompted to do so when they complete the final module of instruction. Online evaluations are automatically sent to a designated email.

Both evaluations should be used to assess the training and the changing needs of students. These evaluations should be utilized to measure the success of this NSO and help recognize areas that need improvement.

The following are examples of the evaluations students will be asked to complete and can be copied to be distributed in the face-to-face orientation. The online orientation will automatically email participants the appropriate evaluation.

Course Evaluation

	1=Strongly Disagree				5=Strongly Agree	
1. The course objectives were clear.	1 O	2 O	3 O	4 O	5 O	N/A O
2. The course provided concrete information that I will use.	1 O	2 O	3 O	4 O	5 O	N/A O
3. The course was presented logically.	1 O	2 O	3 O	4 O	5 O	N/A O
4. Time allotted was sufficient to meet the course objectives.	1 O	2 O	3 O	4 O	5 O	N/A O
5. The various forms of media aided my learning.	1 O	2 O	3 O	4 O	5 O	N/A O
6. I will use the tools gained in this course.	1 O	2 O	3 O	4 O	5 O	N/A O
7. Online activities complemented and increased my learning.	1 O	2 O	3 O	4 O	5 O	N/A O
8. Supplemental materials reinforced concepts and aided my comprehension.	1 O	2 O	3 O	4 O	5 O	N/A O
9. The environment was conducive to learning.	1 O	2 O	3 O	4 O	5 O	N/A O
10. This course met my expectations.	1 O	2 O	3 O	4 O	5 O	N/A O

Additional comments or suggestions:

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Instructor Evaluation

	1=Strongly Disagree				5=Strongly Agree	
1. The instructor of this course presented the material well.	1 O	2 O	3 O	4 O	5 O	N/A O
2. The instructor demonstrated knowledge of the course's subject matter	1 O	2 O	3 O	4 O	5 O	N/A O
3. The instructor used explanations that were clear and understandable.	1 O	2 O	3 O	4 O	5 O	N/A O
4. The instructor encouraged students to ask questions and participate in class activities.	1 O	2 O	3 O	4 O	5 O	N/A O
5. The instructor's attitude was positive and conducive to learning.	1 O	2 O	3 O	4 O	5 O	N/A O

Additional comments or suggestions:

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Online Orientation evaluation

	1=Strongly Disagree				5=Strongly Agree	
1. This orientation was more convenient to take than a traditional face-to-face orientation.	1 O	2 O	3 O	4 O	5 O	N/A O
2. The introduction session for this orientation clearly presented the expectations and goals of this orientation.	1 O	2 O	3 O	4 O	5 O	N/A O
3. Without the availability of this orientation via the internet, I would have had difficulty completing the required face-to-face orientation.	1 O	2 O	3 O	4 O	5 O	N/A O
4. I feel I learned as much in this online orientation as I would have in the face-to-face orientation.	1 O	2 O	3 O	4 O	5 O	N/A O
5. The content of the online orientation was well organized.	1 O	2 O	3 O	4 O	5 O	N/A O
6. This online orientation was simple to navigate.	1 O	2 O	3 O	4 O	5 O	N/A O
7. The content of this orientation was useful.	1 O	2 O	3 O	4 O	5 O	N/A O
8. I have gained the skills necessary to navigate UNM Valencia.	1 O	2 O	3 O	4 O	5 O	N/A O
9. Technical support was available and helpful.	1 O	2 O	3 O	4 O	5 O	N/A O
10. Overall this course met my needs, was pertinent, valuable, and helpful.	1 O	2 O	3 O	4 O	5 O	N/A O

Additional comments or suggestions:

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