Co-Curricular Outcomes Assessment Plan Template 2018-2019

At NMHU, co-curricular activities are defined as out-of-class experiences that complement and extend the formal learning experience of a course or academic program. Co-curricular activities develop a student's social, intellectual, cultural, democratic, civic, and aesthetic domains. They are supervised and/or financed by the institution and facilitate the attainment of NMHU's four essential traits (or student learning outcomes). These experiences are voluntary, ungraded, and non-credited, although they may be compensated through student employment.

Four identified traits/student learning outcomes that the NMHU community of faculty, students and staff identified that our graduates are expected to display:

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

Program Name:
Achieving in Research, Math, and Science (ARMAS)

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Program Mission:
To provide comprehensive support to NMHU STEM students and faculty, while recognizing the specific hurdles most of those students face as underrepresented minorities pursuing STEM degrees.

Intended Audience:
While ARMAS serves all students on campus, we place special emphasis on those pursuing STEM degrees. We also recognize that most of those students are underrepresented minorities in science, come from low income backgrounds, are often the first in their families to attend college, and therefore require academic and social intervention to boost retention and graduation rates.

Please include data on student utilization of the program over the past year (be sure to include online and Center students if part of your intended audience).
In the 2018-2019 academic year, we logged approximately 12493 visits to the ARMAS center. These visits were made by 567 individual students, meaning that on average, each student visited approximately 22 times each. The reasons for their visits varied from independent study to Supplemental Instruction, Tutoring, Printing/copying, and Computer use, among others.

Describe how you measure student satisfaction with your program and results for this year:
Student satisfaction is assessed by a number of means. Firstly, departmental usage relative to previous years informs us as to the perceived value of the ARMAS center. In the 2018-19 academic year, we monitored such usage with Labtracker. Additionally, we conduct surveys of student satisfaction for a number of our programs under the STEMfast grant in collaboration with the American Institutes for Research.

Student Learning Outcome:	University Trait(s) linked to which it is linked Learning Outcomes	Measures of Assessment	Timeline for Measurement	Threshold to Determine if outcome has been achieved
1. Students who graduated in 2018-2019 with STEM degrees will be assessed for their use of ARMAS associated programs.	-Mastery of content, knowledge, and skills -Effective communication skills -Critical and reflective thinking skills	Graduating students who consistently used ARMAS services (>10 times per academic year) will be compared to those who did not.	Graduates will be cross referenced with Lab Tracker data in January of 2020.	More than a 10% differential in graduation numbers among the two groups would indicate a positive correlation.

2. Students will utilize ARMAS programs in a variety of ways to meet their educational goals.	-Mastery of content, knowledge, and skills -Effective communication skills -Critical and reflective thinking skills	-ABC rates of students who received Supplementary Instruction (>5 times per semester) will be compared to classmates who did not utilize the program by course. -ABC rates of students who received math tutoring (>5 times per semester) through STEMfast will be compared to classmates who did not utilize the program by course. -ABC rates of students who qualified for stipends through the MSEIP program will be compared to classmates who did not utilize the program by course. -General assessment of students' purpose of visits to ARMAS will be measured to understand how the center is being used.	Most of this data has already been collected, but will be refined in January/February 2020.	-More than a 10% differential in ABC rates among the two groups per SI course would indicate a positive correlation. -More than a 10% differential in ABC rates among the two groups in each remedial math course would indicate a positive correlation. -More than a 10% differential in ABC rates among the two groups per MSEIP course would indicate a positive correlation. -The reasons for student utilization will be an ongoing assessment to adapt to students' needs. While there is no threshold, per se, consistent user tracking will guide future program development, define appropriate hours of operation, and highlight program strengths.

3. The Summer Bridge program will offer thorough introduction to remedial math courses for targeted freshmen, including usage of adaptive learning software (PLATO and Accuplacer)	-Mastery of content, knowledge, and skills -Effective communication skills -Critical and reflective thinking skills -Effective use of technology	-Accuplacer exam was given before and after the bridge program to access improvement and to better predict student outcomes in Fall semester. -Student satisfaction survey was conducted at the conclusion of the summer program	Data has been collected, and will be analyzed in Jan 2020	-Demonstrated increase in Accuplacer scores before/after program -A majority of participants will indicate a high level of satisfaction on all questions. ("agree" or "strongly agree" on our Likert scale)
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