



# Edison State Community College 2020-2021 Assessment Report



## Co-Curricular Education

*Report Compiled by Dr. Amanda Bylczyński, Assistant Dean for Accreditation and Academic Effectiveness*

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## Co-Curricular Education Assessment

Co-Curricular learning is learning that takes place outside of the classroom. At Edison State Community College, co-curricular activities is separate from supportive services based on the type of learning occurring. Each of these areas had designated leaders and student learning expectations. While all under different umbrellas on campus, each are considered part of the student life experience at Edison State Community College. Under direction of the assessment committee in cooperation with the leaders of the programs, mission statements of the programs were designed to indicate the purpose of the program and student learning objectives for each of the areas were identified.

Areas identified as co-curricular programs as of Fall 2018 which will be assessed includes:

1. Athletics
2. Health and Wellness Events
3. Orientation
4. Campus Speaking Events
5. Student Organizations and Clubs
6. Work Experience

*\*Due to COVID-19, there were no Health and Wellness or campus speaking events this year.*

### Co-Curricular Education Assessment Report

Supportive Service	<b>Athletics</b>
Service Director/Coordinator	Nate Cole
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

#### Student Learning Objectives

1. Demonstrates professionalism by being on time or early to meetings
2. Works well with teammates
3. Offers suggestions to improve teamwork and cooperation
4. Is willing to lead the team in activities during practices and/or games
5. Maintains a healthy workout and diet plan
6. Demonstrates the ability to make ethical decisions and weighs the implication of their decision

#### CAS Standards Alignment

CAS 3: Intrapersonal Development

CAS 4: Interpersonal Competence

CAS 6: Practical Competence

**(FALL/SPRING)**

1. Are the learning outcomes being met? (out of 5 points)

Questions	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>Demonstrates professionalism by being on time or early to meetings</i>	4.48					
<i>Works well with teammates</i>	4.48					
<i>Offers suggestions to improve teamwork and cooperation</i>	3.88					
<i>Is willing to lead the team in activities during practices and/or games</i>	3.79					
<i>Maintains a healthy workout and diet plan</i>	4.18					
<i>Demonstrates the ability to make ethical decisions and weighs the implication of their decision</i>	4.28					

**FINDINGS**

**Based on the reported results, are there positive indications for the activity, and if so, what are they?**

Overall, students show great skills in professionalism and interpersonal efforts. All sports showed high numbers for these areas. 30% of the students were rated at a 5/5 for all skill levels. The lowest (below 3.0) included 1 Volleyball student, 1 Baseball student, and 1 men’s Basketball student

When looking at the averages for each sport, all sports except men’s Basketball all have an overall average of 4.2 or higher. Given the early stages of assessment, the starting point is already in great shape.

**Based on the reported results, are there negative indications for the activity and if so, what are they?**

The two areas with the lowest averages relate around leadership. The data shows an average amount of willingness to assert leadership skills, including suggestions for improvement. It is possible COVID did disrupt this, given the protocols for safety and lack of games. This will need to be re-evaluated next year.

**Comments/Recommendations for success or improvement:**

Given the environment with COVID-19, the findings are overall good. Suggestions and recommendations are to continue what the sports are doing as the campus continues to work through COVID.

1. What interventions or changes from the previous year were applied, and what were the results?

<b>Intervention/Change</b>	<b>Effect/Results</b>
<i>Example: Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
N/A	First year of assessment
N/A	First year of assessment
N/A	First year of assessment

2. What outcomes need improvement as indicated in this year’s results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

<b>Outcome Needing Improvement</b>	<b>Planned Intervention/Change</b>	<b>Target Measureable Goal</b>

None this year due to COVID – Will re-evaluate and create an action plan next year		

**Co-Curricular Education Assessment Report**

Supportive Service	<b>Student Clubs and Organizations</b>
Service Director/Coordinator	Nate Cole
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczyński

**Student Learning Objectives**

1. Demonstrate the ability to connect the program to the academic pathway and success.
2. Explore the connection of career goals and interests
3. Demonstrate the ability to effectively communicate ideas.
4. Demonstrate ethical decision making.
5. Demonstrate the ability to lead, interact, and inspire as a member of a group.
6. Demonstrate awareness of the impact diversity has on the global community

**CAS Standards Alignment**

CAS 1: Knowledge acquisition, construction, integration, and application

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 4: Interpersonal Competence

CAS 5: Humanitarianism and Civic Engagement

CAS 6: Practical competence

Are the learning outcomes being met? (out of 5 points)

Questions	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>Demonstrates the ability to connect club activities and information to career goals and interests</i>	5.0					
<i>Demonstrates the ability to connect the program to the academic pathway and success.</i>	5.0					
<i>Demonstrates the ability to self-evaluate and apply ethical decision making</i>	5.0					
<i>Demonstrates the ability to lead, interact, and inspire as a member of a group.</i>	4.0					
<i>Demonstrates awareness of the impact diversity in society</i>	4.25					

Questions	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>Demonstrates the ability to effectively communicate ideas</i>	4.0					

## **FINDINGS**

**Based on the reported results, are there positive indications for the activity, and if so, what are they?**

With only one club assessable this year due to COVID, the data is limited. However, what was collected shows students are doing very well. There is strong understanding of how the clubs connect to careers and their academic pathways. There also seems to be a good grasp of how their activities in the clubs connect to ethical behavior and self-reflectance on actions. Given the situation with COVID and the campus being closed, the number of activities the senate hosted and their abilities to meet learning objectives is exceptional.

**Based on the reported results, are there negative indications for the activity and if so, what are they?**

Students scored lowest on communication and leadership. However, it is to be noted this score is still high with 4.25/5 and could be a result of COVID limitations. None of the students had any negative outcomes from any of the learning objectives from student senate.

## **Comments/Recommendations for success or improvement:**

Given the environment with COVID-19, the findings are overall good. Suggestions and recommendations are to continue what the student organizations are doing as the campus continues to work through COVID.

3. What interventions or changes from the previous year were applied, and what were the results?

Intervention/Change	Effect/Results
<i>Example: Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
N/A	First year of assessment
N/A	First year of assessment
N/A	First year of assessment

4. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

<b>Outcome Needing Improvement</b>	<b>Planned Intervention/Change</b>	<b>Target Measureable Goal</b>
None this year due to COVID – Will re-evaluate and create an action plan next year		

### Co-Curricular Education Assessment Report

Supportive Service	<b>Student Orientation</b>
Service Director/Coordinator	Jordan Keith, Enrollment Manager
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

#### Student Learning Objectives

1. Identify what support services and their purposes are offered on campus
2. Demonstrate the ability to locate offices and on campus
3. Identify the different student organization and clubs offered on campus.
4. Identify academic progress information in MyESCC
5. Identify academic expectations of college students
6. Demonstrate the ability to promote self-awareness and accountability of college responsibilities

#### CAS Standards Alignment

CAS 1: Knowledge Acquisition, Construction, Integration, & Application

CAS 3: Intrapersonal Development

CAS 6: Practical Competence

2. Are the learning outcomes being met? (out of 10 points)

<b>Questions</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
<b>Online Orientation Quiz</b>						
Number of Students Completing	2,182					
Identify services offered by Student Affairs	7.8					
How to reset one's own password	8.9					
How to order transcripts	8.2					
Required email for official communications	9.5					
Location of Student Affairs offices	7.8					
Requirements for Bookstore rentals	9.4					



Student Organizations on Campus	6.6					
Course Planning Location	8.1					
How to figure out GPA	8.3					
Career Pathway Identification	6.2					
<b>Time Management</b>						
# Students Completing Training	723					
- Tips on Time Management	8.3					
- Planning Success	8.6					
<b>Emailing</b>						
# Students Completing Training	1,976					
- Response Time Requirement	9.6					
- Caps	7.5					
- BCC usage	8.3					
- Email Etiquette	7.8					
- Signature	2.2					
- Resetting password personal ID requirements	5.8					
- Password for Blackboard and MyESCC the same	8.9					
- Must use Edison State Email in Blackboard	8.1					
- Using Edison Email	9.6					
- SSPRM link identification	6.0					
<b>Information Literacy</b>						
# Students Completing Training	1,894					
- What is information literacy?	9.7					
- Still must ask questions when researching/inquiry	6.8					
- Primary source identification	8.1					
- The internet as a source – too much info	9.0					
- Value of information	9.4					
- Strategic exploration as a research tool	6.8					
- Perspectives differ between scholars	7.4					
- Information creation process	7.0					
- Application of information literacy to everyday life	9.5					

- Information's reliability identification	8.1					
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Students must score a specific percentage on their quizzes. These scores are based on the averages of all attempts of the students.

## **FINDINGS**

### **Based on the reported results, are there positive indications for the activity, and if so, what are they?**

For the first year of operation, the findings are good. There was great participation in the mini-quizzes for academic standards and personal responsibility. There were some students who had to take quizzes multiple times, but overall, the completions were successful. Not only are students showing great knowledge of what they need to do to get help, they are showing an understanding of literacy skills.

### **Based on the reported results, are there negative indications for the activity and if so, what are they?**

Students struggled on what they needed in an email at the end for a signature. It may be students assume all emails will show their name in the sender area, so they do not need to sign their emails. This may be an area for improvement. Another area that was lower than others is identifying different student organizations. This may be a result of COVID and students not being on campus.

### **Comments/Recommendations for success or improvement:**

Being the first year of usage of the online orientation, the results are good. It will be recommended that the new action plan creations of the supportive services be added to orientation (ASSIST) to introduce that to students once it goes live in the fall 2021. Perhaps changing the signature question's options or wording would help. "Why do you need to put your full name in the signature?" for the question to help focus students on the point of the question may help.

5. What interventions or changes from the previous year were applied, and what were the results?

<b>Intervention/Change</b>	<b>Effect/Results</b>
<i>Example: Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
N/A	First year of assessment
N/A	First year of assessment
N/A	First year of assessment

6. What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

<b>Outcome Needing Improvement</b>	<b>Planned Intervention/Change</b>	<b>Target Measureable Goal</b>
Time Management	Create new resources to help students connect to time management tools	Raise both to 9.0
Email Etiquette	Change the wording of the signature question to better highlight important concepts of what to put in an email	Raise from 2.2 to 7.5
Identify Services and Purpose	Add introduction to the new ASSIST tab once created on Blackboard via the Supportive Service Action Plans	Raise from 7.8 to 9.0

## Co-Curricular Education Assessment Report

Supportive Service	<b>Work Experience</b>
Service Director/Coordinator	Elizabeth DuBois
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

### Learning Objectives for Student Learning

1. Demonstrate the desire and ability to learn new tasks.
2. Demonstrate the ability to effectively communicate ideas.
3. Explore the connection of career goals and interests
4. Demonstrate professional and career developmental skills
5. Demonstrate the ability to use critical thinking to solve problems.
6. Demonstrate the ability to lead, interact, and inspire as a member of a group.
7. Demonstrate professionalism and accountability.

### CAS Standards Alignment

CAS 1: Knowledge acquisition, construction, integration, and application

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 4: Interpersonal Competence

CAS 6: Practical competence

Are the learning outcomes being met? (out of 5 points)

<b>Questions</b>	<b>2020FS</b>	<b>2020SS</b>	<b>2021FS</b>	<b>2021SS</b>	<b>2022FS</b>	<b>2020SS</b>
<i>Demonstrates the desire and ability to learn new tasks</i>	4.58					
<i>Demonstrates the ability to connect career goals with work experience</i>	3.92					
<i>Demonstrates the ability to use critical thinking to solve problems</i>	4.17					
<i>Demonstrate the ability to lead, interact, and inspire as a member of a group.</i>	4.00					
<i>Demonstrates the ability to effectively communicate ideas</i>	4.58					
<i>Develops professional and career development skills</i>	4.33					
<i>Demonstrates professionalism and accountability</i>	4.42					

**FINDINGS**

**Based on the reported results, are there positive indications for the activity, and if so, what are they?**

Students participating in work study on campus overall showed a good ability to meet the learning objectives. Students showed the willingness and desire to learn new tasks and effectively communicate ideas across the board. Many students continued as work study from fall to spring. Most students maintained their skill level or increased.

**Based on the reported results, are there negative indications for the activity and if so, what are they?**

While the ability to connect to the career goals was low in the fall, there was a promising jump in the spring. It's found that most of those who were not successfully meeting this in the fall did not continue in the spring. One did continue and increased slightly. Critical thinking to solve problems continued to be low in the spring semester dropping from 4.17 to 4.09. While still a good score, this demonstrates an area that could need focusing next year.

**Comments/Recommendations for success or improvement:**

Given the environment with COVID-19, the findings are overall good. Suggestions and recommendations are to continue what the supervisors are doing as the campus continues to work through COVID. With the new career readiness co-curricular workshops being created, it will be recommended based on these findings to look into a critical thinking in the workplace addition.

What interventions or changes from the previous year were applied, and what were the results?

<b>Intervention/Change</b>	<b>Effect/Results</b>
<i>Example: Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
N/A	First year of assessment
N/A	First year of assessment
N/A	First year of assessment

What outcomes need improvement as indicated in this year's results? What interventions are planned for next year? What results do you anticipate as expressed in measurable terms?

<b>Outcome Needing Improvement</b>	<b>Planned Intervention/Change</b>	<b>Target Measureable Goal</b>
None this year due to COVID – Will re-evaluate and create an action plan next year		

## Appendices: Co-Curricular Activity Rubrics

### Co-curricular Assessment: Athletics

Edison State Community College is committed to ongoing outcomes assessment for continuous improvement of student learning and teaching strategies. The assessment process allows for the exploration of ways to continually improve student learning, the effectiveness of programs, and overall co-curricular benefits. Unlike evaluation, which looks at mastery of content, assessment looks at the process of learning. Assessment should enhance learning and should reflect the outcomes, purpose, and direction of learning design. Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.

Assessment in athletics examines student development in intrapersonal development, interpersonal competency, and practical competence. The learning objectives expected for student athletes include:

1. Demonstrate ethical decision making.
2. Demonstrate the ability to lead, interact, and inspire as a member of a group.
3. Develop meaningful relationships
4. Demonstrate health and wellness techniques.
5. Achieve a sense of self-identity and self-awareness.

*Please mark with an X and write the number under "score" for each learning objective being assessed for the student.*

<b><i>For this student (listed below the rubric), how often do they:</i></b>	<b>5 Always</b>	<b>4 Frequently</b>	<b>3 Occasionally</b>	<b>2 Rarely</b>	<b>1 Never</b>	<b>Score</b>
Responsibility: <i>Demonstrates professionalism by being on time or early to meetings</i>						
Interaction: <i>Works well with teammates</i>						
Teamwork: <i>Offers suggestions to improve teamwork and cooperation</i>						
Leadership: <i>Is willing to lead the team in activities during practices and/or games</i>						
Health and Wellness: <i>Maintains a healthy workout and diet plan</i>						
Ethical Decision Making: <i>Demonstrates the ability to make ethical decisions and weighs the implication of their decision</i>						

## Co-curricular Assessment: Student Clubs and Organization

Edison State Community College is committed to ongoing outcomes assessment for continuous improvement of student learning and teaching strategies. The assessment process allows for the exploration of ways to continuously improve student learning, the effectiveness of programs, and overall co-curricular benefits. Unlike evaluation, which looks at mastery of content, assessment looks at the process of learning. Assessment should enhance learning and should reflect the outcomes, purpose, and direction of learning design. Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.

Assessment in student clubs and organizations examines student development in knowledge acquisition, cognitive complexity, intrapersonal development, interpersonal competency, humanitarianism, and practical competence.

*Please complete this rubric for each of the students listed in the footer below. To do so, mark with an X and write the number under "score" for each learning objective being assessed for the student.*

Level	<b>5 Student always</b>	<b>4 Student frequently</b>	<b>3 Student often</b>	<b>2 Student seldomly</b>	<b>1 Student never</b>	<b>Score</b>
Knowledge Acquisition <i>Demonstrates the ability to connect club activities and information to career goals and interests</i>						
Cognitive Complexity: <i>Demonstrates the ability to connect the program to the academic pathway and success.</i>						
Intrapersonal Development: <i>Demonstrates the ability to self-evaluate and apply ethnical decision making</i>						
Interpersonal Development: <i>Demonstrates the ability to lead, interact, and inspire as a member of a group.</i>						
Humanitarianism and Civil Engagement: <i>Demonstrates awareness of the impact diversity in society</i>						
Practical Competency: <i>Demonstrates the ability to effectively communicate ideas</i>						

## Co-curricular Assessment: Work Experience

Edison State Community College is committed to ongoing outcomes assessment for continuous improvement of student learning and teaching strategies. The assessment process allows for the exploration of ways to continually improve student learning, the effectiveness of programs, and overall co-curricular benefits. Unlike evaluation, which looks at mastery of content, assessment looks at the process of learning. Assessment should enhance learning and should reflect the outcomes, purpose, and direction of learning design. Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.

Assessment in work experience examines student development in knowledge acquisition, cognitive complexity, intrapersonal development, interpersonal competency, and practical competence. The learning objectives expected for students in work experience include:

1. Demonstrate the desire and ability to learn new tasks.
2. Demonstrate the ability to effectively communicate ideas.
3. Explore the connection of career goals and interests
4. Demonstrate the ability to self-reflect on application of learning to the position
5. Demonstrate professional and career developmental skills
6. Demonstrate the ability to use critical thinking to solve problems.
7. Demonstrate the ability to lead, interact, and inspire as a member of a group.
8. Demonstrate professionalism and accountability.

Please mark with an X and write the number under "score" for each learning objective being assessed for the student. NA (not applicable) may be used but at least 5 of the 7 levels of the rubric must be completed.

Level	5 Student always	4 Student frequently	3 Student often	2 Student seldomly	1 Student never	Score
Knowledge Acquisition: <i>Demonstrates the desire and ability to learn new tasks</i>						
Knowledge Acquisition: <i>Demonstrates the ability to connect career goals with work experience</i>						
Cognitive Complexity: <i>Demonstrates the ability to use critical thinking to solve problems.</i>						
Interpersonal Development: <i>Demonstrate the ability to lead, interact, and inspire as a member of a group.</i>						
Practical Competency: <i>Demonstrates the ability to effectively communicate ideas</i>						
Practical Competency: <i>Develops professional and career development skills</i>						
Practical Competency: <i>Demonstrates professionalism and accountability</i>						



## Appendices: Co-Curricular- Orientation Quizzes

### Final Orientation Quiz

- Instructions** Once you have reviewed all Orientation Topics, please take this quiz to demonstrate competency. Once you have completed the test and scored an 80% or better, you will receive a certificate of completion. Please retain this certificate for your records.
- Timed Test** This test has a time limit of 20 minutes. You will be notified when time expires, and you may continue or submit. Warnings appear when **half the time, 5 minutes, 1 minute, and 30 seconds** remain. *[The timer does not appear when previewing this test]*
- Multiple Attempts** This test allows multiple attempts.
- Force Completion** This test can be saved and resumed later. The timer will continue to run if you leave the test. Your answers are saved automatically.

∨ Question Completion Status:

#### QUESTION 1

1. What services are provided by Student Services?
- Password Reset
  - Advising
  - Financial Aid
  - Parking Pass
  - Textbooks

1 points

#### QUESTION 2

1. What program do you need to enroll in to be able to reset your own password?
- HIPAA
  - SSRPM
  - FERPA

1 points

#### QUESTION 3

1. Where can you go on Edison State's website to request a transcript?
- Blackboard
  - Course Catalog
  - MyESCC

1 points

#### QUESTION 4

1. When communicating with Edison State, which email should you use?
- high school email

- Edison State email
- personal email
- parent's email

1 points

#### QUESTION 5

1. The Regional Campuses have their one-stop shop for services such as advising, registration, financial aid, and disabilities at the front desk. Where would you go at the Piqua campus?

- 160
- 100
- 511
- 300

1 points

#### QUESTION 6

1. What two items are required to be able to purchase or rent textbooks at the Bookstore?

- Picture ID
- Student Schedule
- Both

1 points

#### QUESTION 7

1. Which student organization provides a voice for students on campus?

- National Society of Leadership and Success
- Phi Theta Kappa
- Student Ambassadors
- Student Senate

1 points

#### QUESTION 8

1. Where do you go to search for courses, plan your terms and schedule & register for your courses

- Blackboard
- MyESCC
- SSRPM
- Email

1 points

#### QUESTION 9

1. Susie got an A in SOC 121S and a B in PSY 121S. What is her GPA?

- 2.0
- 2.5

- 3.0
- 3.5

1 points

**QUESTION 10**

1. Match the career interest to its guided pathway.

- Business
- Engineering and Manufacturing
- Arts
- Communication
- Health Sciences
- Information Technology
- Social and Public Services
- Humanities

- A. Career Pathway
- B. University Transfer Pathway

1 points

## Email Quiz

Instructions	Before you begin, please review the items listed in the content of this assignment.  You have unlimited number of attempts to complete this quiz. You must reach a score of 80% to pass the test. You have 25 minutes for each attempt.
Timed Test	This test has a time limit of 25 minutes. This test will save and submit automatically when the time expires. Warnings appear when <b>half the time, 5 minutes, 1 minute, and 30 seconds remain.</b> <i>[The timer does not appear when previewing this test]</i>
Multiple Attempts	This test allows multiple attempts.
Force Completion	This test can be saved and resumed at any point until time has expired. The timer will continue to run if you leave the test. Your answers are saved automatically.

✖ Question Completion Status:

### QUESTION 1

1. Why should I use the bcc field?
- So I can send copies to my friends without anyone else knowing.
  - To keep my email looking clean.
  - To respect my contacts's privacy
  - So I can send copies to anyone I want.

1 points

### QUESTION 2

1.

To enable you to reset your password when you have lost or forgotten it, you provided security questions and answers that will be used to verify your identity. Which choice best describes the security questions and answers?

- One question, one answer
- One question, multiple answers
- Two questions, one answer each
- Three questions, one answer each

1 points

### QUESTION 3

1. The email address that you should use when communicating with Edison State instructors, students , or within Blackboard is?
- Personal email (gmail, yahoo, etc)
  - Edison email (username@edisonohio.edu)

1 points

#### QUESTION 4

1. How quickly should I reply to an email?
- As soon as I can; no longer than 48 hours.
  - When I get around to it.
  - I don't have to reply.
  - Doesn't really matter when as long as I do .

1 points

#### QUESTION 5

1. You may lose or forget your password, especially after periods of inactivity. To reset it, you will use the Self Service Reset Password Management system. In a separate browser window, navigate to the Welcome screen of the Self Service Reset Password Management system, copy the web address from the address line, and paste it here in the answer box.

1 points

#### QUESTION 6

1. Before you send an email, double check that you have done or included the following: (choose all that apply)
- Appropriate subject line
  - spell/grammar check
  - long, rambling content
  - correct email address for recipient

1 points

#### QUESTION 7

1. Why shouldn't I type my emails in all caps?
- It makes you look look lazy.
  - All caps implies you are adding very strong emphasis or shouting.
  - It puts strain on your eyes and makes reading your email more difficult.
  - All of the above.

1 points

#### QUESTION 8

1.

2. You can change the email address you use in Blackboard profile.

3.  True
4.  False

1 points

#### QUESTION 9

1. One important step when emailing an instructor is to include your \_\_\_\_\_ \_\_\_\_\_ at the bottom of the email. This will keep the instructor from having to guess who you are through your email.

1 points

**QUESTION 10**

- 1.

True or false - you use the same password for Blackboard and WebAdvisor.

2.  True
3.  False

1 points

*Click Save and Submit to save and submit. Click Save All Answers to save all answers.*

Save and Submit

## Information Literacy Quiz

Instructions	Before you begin, please view the video accompanying this quiz. You have unlimited number of attempts to complete this quiz. You must reach a score of 80% to pass the test. You have 25 minutes for each attempt.
Timed Test	This test has a time limit of 25 minutes. This test will save and submit automatically when the time expires. Warnings appear when <b>half the time, 5 minutes, 1 minute, and 30 seconds remain.</b> <i>[The timer does not appear when previewing this test]</i>
Multiple Attempts	This test allows multiple attempts.
Force Completion	This test can be saved and resumed at any point until time has expired. The timer will continue to run if you leave the test. This test does not allow backtracking. Changes to the answer after submission are prohibited. Your answers are saved automatically.

### Question Completion Status:

Scholars in each field of study will offer the same perspective on a specific topic.

- True
- False

Information cannot only be sold, but it can also influence people is a part the third concept, information has value?

- True
  - False
- 

Knowing how to identify and use the best research tools including how to form the best key words is a part of which concept?

- Information creation is a process.
- Information has value
- Research as inquiry
- Searching as strategic exploration

Due to the vast amount of information available, it may be easy to waste time sifting through online.

- True
  - False
-

Which concept refers to the importance of learning how to identify the reliability and respecting intellectual property?

- Authority is constructed and contextual.
- Information creation is a process
- Scholarship as conversation
- Information has value

Information literacy is a set of skills that helps students navigate through information overload.

- True
  - False
- 

Asking questions is not needed when completing concept 4, research as inquiry.

- True
  - False
- 

Understanding that information creation goes through a process of research, creation, revision, and distribution is a part of which concept?

- Information has value
  - Information creation is a process
  - Searching as a strategic exploration
  - authority is constructed and contextual
- 

When applying the 6 concepts to your everyday life, you will be able to do which of the following?

- Have informed conversations with others
- Understand that social media is often biased or false
- Find reliable and relevant information online
- All of the above

Books are the primary source of information.

- True
- False



## Time Management Quiz

Instructions Before you begin, please view the video accompanying this quiz.

You have unlimited number of attempts to complete this quiz.

You must reach a score of 80% to pass the test.

You have 20 minutes for each attempt.

Your highest score will automatically be kept.

Timed Test This test has a time limit of 20 minutes. You will be notified when time expires, and you may continue or submit.

Warnings appear when **half the time, 5 minutes, 1 minute, and 30 seconds remain.** *[The timer does not appear when previewing this test]*

Multiple Attempts This test allows multiple attempts.

Force Completion This test can be saved and resumed later. The timer will continue to run if you leave the test.

Your answers are saved automatically.

✧ Question Completion Status:

### QUESTION 1

1. The acronym SMART can be used to help plan your success. Match the acronym to the correct corresponding words.

<input type="text"/>	S	A. Applicable
<input type="text"/>	M	B. Specific
<input type="text"/>	A	C. Relative
<input type="text"/>	D	D. Relevant
<input type="text"/>	R	E. Measurable
<input type="text"/>	T	F. Time-limited
		G. Meaningful
		H. Targeted
		I. Achievable
		J. Significant

10 points

**QUESTION 2**

1. Match the tip with the general idea of each.

- |                      |   |                       |  |
|----------------------|---|-----------------------|--|
| <input type="text"/> | ▼ | Clear Focus           | A. Schedule time for both work and play.   |
| <input type="text"/> | ▼ | Minimize Distractions | B. Using the acronym SMART to plan your goals and how they will be achieved.                               |
| <input type="text"/> | ▼ | Utilize a Calendar    | C. Habits are transferable so you should surround yourself with people with similar goals and work habits. |
| <input type="text"/> | ▼ | Plan Your Success     | D. Follow a morning routine and determine what goals you want to accomplish for the day.                   |
| <input type="text"/> | ▼ | Balance Efforts       | E. Allows you to set deadlines as well as plan study session, assignments and social events.               |
| <input type="text"/> | ▼ | Prioritize Tasks      | F. Save time by not eating while watching TV and /or social media.   |
| <input type="text"/> | ▼ | Productive People     | G. Allows you to complete items that are the most important first.   |
| <input type="text"/> | ▼ | Accountability        | H. It is ok to mess up, you just need to learn from your mistakes and get back on the horse.               |

**10 points**