



Edison State Community College Supportive Services Assessment Report

2020-2021

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

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Supportive Services Assessment

The assessment of co-curricular and student support services is focused on learning out of the classroom. Co-curricular education areas include clubs and organizations, orientation, campus speaking events, athletics, work-study and service learning. Supportive services focus on departments of the college that provide services to assist students with their academics. This includes understanding the student degree requirements, financial aid implications, the learning center, and career building.

For co-curricular and supportive service assessment, the college focuses on the Council for the Advancement of Standards in Higher Education (CAS) as its learning foundation. These CAS were developed in 1979 to support the promotion of higher standards for student affairs and supportive programs. The council created six standards including providing learning experiences in:

1. **Knowledge acquisition, construction, integration and application:** Knowledge acquisition focuses on the ability to gather knowledge and resources from a wide range of sources to gain an understanding of a topic and connect it to their academic learning and everyday life.
2. **Cognitive complexity:** Cognitive complexity focuses on the ability to critical and reflective think as well as use information for persuasive reasoning.
3. **Intrapersonal development:** Intrapersonal development examines how programs and activities produce self-reflection, appraisal, or awareness as well as ethnical consideration.
4. **Interpersonal competence:** Interpersonal competence focuses on the ability to build and maintain relationships, collaborate as a group, and demonstrate leadership abilities.
5. **Humanitarianism and civic engagement:** Humanitarianism and civic engagement focuses on the ability to recognize, appreciate, and increase knowledge of diversity, civic and humanistic responsibility, and social justice.
6. **Practical competence:** Practical competency focuses on managing personal affairs, goal setting, health and fitness, finances, technical literacy, and personal balance in life.¹

(A) Administrators supervising the supportive services and co-curricular programs identified measurable student learning objectives for each department and activity. These are matched with the appropriate CAS Standard being met.

(B) CAS standards, while different from general education outcomes connect overall. This provides the college the ability to create a student portrait of learning in a system-wide assessment. The areas of general education include six different areas. For the purpose of the student portrait, the general education outcome's matching CAS are

¹ Council for the Advancement of Standards in Higher Education (2015). CAS learning and development outcomes. In J. B. Wells (Ed.), *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.

CAS Standard	General Education Outcome
CAS 1: Knowledge Acquisition	Inquiry
CAS 2: Cognitive Complexity	Critical Thinking
CAS 3: Intrapersonal Development	Oral Communication
CAS 4: Interpersonal Competence	Interpersonal Skills and Teamwork
CAS 5: Humanitarianism and Civil Engagement	Diversity
CAS 6: Practical Competence	

Student Supportive Services Assessment Report

Supportive Service	Advising Services
Service Director/Coordinator	Amber Hare
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Identify college readiness through placement assessment including multiple measures.
2. Identify the courses required for degree, certificate, and fast track programs including prerequisites.
3. Demonstrate the ability to navigate the Edison State website and MyESCC to locate information
4. Describe the 1 to 2 credit translation for time required in program completion.
5. Identify milestones for degree program.
6. Identify and interact with the program advisor and contact information.
7. Identify how GPA affects academic good standing status and goals.
8. Incorporate career objectives including transfer considerations.

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 6: Practical competence

(FALL/SPRING)

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

Student Learning Outcome	2019SS	2020FS	2020SS	2021FS	2021SS
# Students completing	64	57	98		
Students identify their ID Number	4.45	5.00	4.60		
Identify college readiness through placement assessment including multiple measures.	3.35	3.50	3.15		
Identify the courses required for degree, certificate, and fast track programs including prerequisites.	3.40	3.90	4.00		
Demonstrate the ability to navigate the Edison State website and MyESCC to locate information	2.28	2.30	2.35		

Student Learning Outcome	2019SS	2020FS	2020SS	2021FS	2021SS
Describe the 1 to 2 credit translation for time required in program completion.	0.85	0.60	0.80		
Identify milestones for degree program.	1.95	2.15	2.40		
Identify and interact with the program advisor and contact information.	2.30	2.50	1.95		
Identify how GPA affects academic good standing status and goals.	3.76	4.46	4.36		
Identify career objectives including transfer considerations.	2.58	3.05	3.13		

FALL FINDINGS

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

Students are showing a better understanding of how to locate what classes they have the pre-requisites for. The amount who correctly identified the options increased while the number who stated they didn't know remained about the same. This indicates that more students have recognized that there are multiple methods of identifying areas. The target goal set in summer 2020 for student understanding of how to find out who their advisor is increased to 50.1%, which met the target goal. More students also acknowledged the importance of meeting with their transfer advisors. This was highlighted in the orientation, which shows a positive indication of both orientation and the advising re-design which occurred as part of the SSLI project. More students also understand the importance of GPA than previously. However, 60% of students also believe that it affects the type of degree and what classes they can take, which shows a continued need for improvement.

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

The understanding of the credit conversion is still lacking and has dropped to only 12% of students completing the surveys knowing how many hours they must commit to a class. 50% stated 3 hours, which may be presumed basic confusion to be due to the typical class being 3 credits. The number who stated they didn't know increased to 22.8%

SPRING FINDINGS

Based on the reported results, are there positive improvements for the service, and if so, what are they?

The overall understanding of how to identify prerequisites improved. In total, 48% of students correctly identified all three, however 10% also selected the incorrect. The number of students who stated they could email for someone to tell them did drop. There was also an increase in the students referring to the catalog for information. The number of students who were able to

correctly identify MyESCC as the location of their program evaluations increased with less students believing it is on blackboard. 40% still identified blackboard incorrectly or stated they didn't know, however, it's a drop from the previous semester. This was the first semester students are forced to use MyESCC, therefore, this is a good indication of communications and trainings being effective.

Less than half of all students understand how to find out who their advisor is, however, there has been steady improvement on this, up 9% from spring 2020.

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

Many students still do not understand the differences between blackboard and MyESCC for advising purposes. There was a drop in when students believed they should be meeting with their faculty adviser to discuss their careers and transfer programs. The number stating, they did not know increased as did the number believing it was in their third or last semester.

The lowest area is still the credit conversion for the time commitment. Answers ranged widely with many thinking it was 1-to-1 and others thinking 1-to-3. This is an area that continues to be low. Students also still have a lack of knowledge of what their GPA affects. Less than 6% of students correctly identified the only four areas GPA is related to. Many students still believe GPA is related to what courses you can take or that different degrees have different GPA requirements.

Comments/Recommendations for success or improvement:

Given the environment with COVID-19, the findings are overall good. With the conversion to MyESCC underway, it will be important to compare these scores next year. The question for the hour conversion is going to be mended to match the catalog more given the heavy movement to online. It is recommended to continue to focus on the same three areas for the interventions for next year to see how the new videos effect the scores and allow time for student usage of MyESCC to grow now that Webadvisor is 100% inaccessible. I suggest having program coordinators and deans add the conversion to syllabi to match the delivery method. This would help students see how many hours is expected for each course right one the syllabi so there is no question.

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>
Launched new training for students on MyESCC for how to locate program evaluations	Trainings were launched. The forced conversion is beginning in Spring 2021. Student scores did increase by 13%. Goal was met
Launched new training for students on MyESCC for how to locate advisor information	Trainings were introduced in Spring 2021. The number is still low and will continue to be an area to work on as the rest of the

	MyESCC trainings roll out. The goal was to maintain 40% or rise to 50%. The goal was not met as it dropped to 39%
1 to 2 credit translation for time required in program completion - added to the new online orientation for students	This was added to the orientation in Spring 2021, it will be re-examined next year for the effectiveness. The amount of students able to identify it did increase from fall-to-spring, however by only a small amount. The goal was to increase to 50%, this was not met as it dropped from 17% to a high of 16% in 2020-2021.

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
Where to locate the program evaluation	Create training for faculty/staff to assist in advising students	<i>Raise to 6.5</i>
Where to locate advisor information	Create training for faculty/staff to assist in advising students	<i>Raise to 5.0</i>
1 to 2 credit translation for time required in program completion	Change the approach so all explanations are consistent with how the information is presented to students.	<i>Raise to 3.0</i>

Student Supportive Services Assessment Report

Supportive Service	Career and Job Services
Service Director/Coordinator	Morgan Abney
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Identify services and tools offered through career and job services.
2. Identify the process for career decision making.
3. Develop solutions for barriers to reaching career goals.
4. Develop awareness of types of careers based on personality and interests.
5. Demonstrate the ability to conduct a job search for specific careers.
6. Create a resume of skills and qualifications.

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 6: Practical competence

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

Questions	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
Student Surveys	80	121	130	130		
Identification of Student ID #	4.85	4.95	5.00	4.60		
Identify services and tools offered through career and job services.	4.43	3.71	4.04	3.81		
- Identify the process for career decision making.	3.97	3.32	3.33	3.22		
- Develop solutions for barriers to reaching career goals.	3.70	2.93	2.78	2.78		
- Develop awareness of types of careers based on personality and interests.	1.73	0.40	0.95	0.88		

Questions	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
- Identify the locations to conduct a job search for specific careers.	1.65	1.75	2.40	2.43		
Rubric Findings (One on One Meetings with Students for Career Services)						
# Students Assessed		5		7		
Articulate answers clearly with the career counselor to assist with career decision making.		4		4.5		
Identify barriers to their educational goal and develop mechanisms to remove them		3.2		4.17		
Explain what types of careers connect with their interests and personality		3.2		4.2		
Demonstrate the ability to conduct a job search for specific careers.		3.6		4.5		
Create a clear and well documented resume of skills and qualifications.		3.6		4.7		

FALL FINDINGS

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

Overall, there has been an increase in student understanding about career services. All areas either maintained their rating or increased except for locating the career specialist. Those that were able to recognize the Holland Career Model and Type Focus based on what they do increased by over 11% each. While there are still 10% of students stating they don't know where to look to look for jobs, the percentage dropped to less than 10% this fall. This shows an indication that the emails now being sent regularly by career services may be having an effect.

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

Fewer students than in 2019-2020 were able to correctly identify Morgan as the career specialist. This could be in result that she is not the person who sends the emails any more as she now has help. This could also be due to students not being on campus. A lot of students still answer that they do not know about the services for career assessments, however, improvement is being seen.

SPRING FINDINGS

Based on the reported results, are there positive improvements for the service, and if so, what are they?

Students could identify at least one method of learning about career opportunities. Only 5% of students were unable to identify one. This is down from 10% in the fall. Findings for the services offered by Career and Job Services are also steady at a good rating with increases in five of the areas. While small, there was also an improvement of student knowledge of CollegeCentral, which increased 3% from Spring 2020 to Spring 2021. Students were also able to identify at least one method to access job information with 35% of all students successfully able to identify all three. A few of those did identify a wrong option as well, but this is still an increase from Spring 2020.

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

There is still room to improve with CollegeCentral and assessment tools. While staying steady and improving, the numbers are still low.

Rubric findings for students using career services:

There has been an increase in the student abilities based on the one-on-one meetings between Career Service Specialists and the students. All numbers show a positive growth. This information is also being used positively towards the accreditation Quality Initiative project to enhance career readiness across the curriculum. No negative indicators are found.

Comments/Recommendations for success or improvement:

The career services emails are definitely having a positive effect. To enhance this, one idea would be to connect with the Distance Learning Committee to look into having an automatic tab added to course blackboards similar to how the Email and MYESCC are under “resources.” If this was posted, perhaps adding monthly newsletters to the webpage or “spotlights” on services would help. Jessica E. may also be able to post “spotlight” 1-minute videos in the blackboard announcements that go out to all students about different services and career assessment tools.

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

Intervention/Change	Effect/Results
<i>Example:</i> Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
Emails about Career Services including links and info about CollegeCentral.com	While the goal was not met, the numbers did increase by 3%
Career Assessments were stressed by pathway advisors.	The goal was to increase both areas to 1.5. The goal was met with Typefocus increasing by 11% from Spring 2020 to Spring 2021

Emails were sent out to help students understand how to find Career and Job Services on Campus and the web.	While the goal was not met for the ability to identify who to contact, the other findings show the emails had great value to the department. 30% of students were still able to identify the Career Specialist by name.
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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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
CollegeCentral.com	Continue to work to connect students through emails/visits to classes	Raise to 1.5
Who is the Career Specialist	Add a picture and contact info to career emails to help students put a name and face together	Raise to 5.0
What services are offered	Talk to Jessica E. about using blackboard as a resource for sending career info to students; include new link to career services in blackboard campus resources.	Raise all to 8.5

Student Supportive Services Assessment Report

Supportive Service	Disabilities Services
Service Coordinator	Carin Benning
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Connect to interdependency resources.
2. Identify self-identification documentation.
3. Identify policies and expectations surrounding accommodations.
4. Develop study methods in line with accommodations.
5. Develop communication and interpersonal skills in articulating limitations and needs in academics.
6. Develop a sense of personal responsibility for maintaining accommodation documentation and appointments.

CAS Standards Alignment

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

CAS 3: Intrapersonal development

CAS 6: Practical competence

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

Questions	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Students Assessed	0	39				
Student can connect with resources identified by ADA to support learning	0	4.15				
Student can identify and provide the correct documentation for ADA review	0	4.31				
Student can identify policies and expectations surrounding accommodations	0	4.10				
Student has developed study methods in line with the accommodations	0	4.15				
Student has developed communication and interpersonal skills in articulating limitations and needs in academics	0	3.97				

Questions	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student has a sense of personal responsibility for maintaining accommodation documentation and appointments	0	3.97				

(FALL/SPRING)

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

Students seem to be able to connect to the resources and documentation. There were the least deficiencies in these areas. Some students still fell a bit short of average, but overall they were successful.

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

Students seem to be struggling with the personal responsibility competency and communication/interpersonal skills. These areas had the most deficiencies. The highest “always can” was in study methods, but this also had the most “seldom can’t.” The weighted score is still within a good range, but may be an area to track in the future.

Comments/Recommendations for success or improvement:

One idea based on this information is perhaps to connect with the early childhood education as well as tutoring services for study method help. With the training ECE provides and the tutoring resources, the three of you may be able to brainstorm a good way of approaching the creation of materials that would help these students. Ashley H with her background in the Eagle Program may have so good ideas for approaches as well. Creating a branch of resources for students who fall into the “seldom” or below categories may help those students with the skills and building the personal responsibility.

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

Intervention/Change	Effect/Results
<i>Example:</i> Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.	<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 – not applicable
N/A	First year of assessment – not applicable
N/A	First year of assessment – not applicable

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
<i>Example: #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
4.Student has developed study methods in line with the accommodations	See about adding a "study skills" tab on blackboard for all students	Raise from 4.15 to 4.25
5.Student has developed communication and interpersonal skills in articulating limitations and needs in academics	Ask specific question at the meeting with the student for accommodations about how well they feel they are communicating teachers in the classroom (any issues)	Raise from 3.97 to 4.1

Student Supportive Services Assessment Report

Supportive Service	Financial Aid Services
Service Completer	Steve Brown
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Identify different forms of student financial aid.
2. Identify due dates and documentation required for financial aid.
3. Complete the FAFSA application to apply for aid.
4. Identify academic requirements eligibility for federal aid.

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 6: Practical competence

(FALL/SPRING)

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

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# Students Completing	46	102	190	56		
Student Id # known	5.00	4.70	4.75	4.75		
Identify different forms of student financial aid.	2.86	2.56	3.12	2.36		
Identify due dates and documentation required for financial aid.	1.56	1.96	2.10	2.16		
Complete the FAFSA application to apply for aid. (CCP excluded from average)	3.50	4.27	4.42	4.10		
Identify academic requirements eligibility for federal aid.	1.28	1.23	1.44	1.25		

FALL FINDINGS

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

The understanding of the importance of FAFSA is increasing. More students have indicated they know the application is required for scholarships than either semester the previous year. More students have also proven their understanding of how the loans work as the numbers are making a steady increase each semester. The greatest change is the number of students that could correctly identify what age they must be to no longer be considered a dependent on FAFSA. While the cluster of students who wait until just before the fall semester to complete their FAFSA, the number of students completing them between March and June has increased.

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

Students are still struggling to identify what makes a person independent for financial aid. While the age requirement score has increased, students are still low on their understanding. Student scores also still show they are lacking the understanding of the implications of academic standards for financial aid, however, they have improved since spring 2020.

SPRING FINDINGS

Based on the reported results, are there positive improvements (Fall to Spring) for the service, and if so, what are they?

There continues to be an increase of the number of students who can identify exactly what the FAFSA is. There has also been an increase in what students believe the FAFSA is required for. While there was a slight drop from fall to spring in these numbers, the findings are higher than Spring 2020, especially for the Edison State Scholarship. The requirements for academic standing (good) also increased from Spring 2020 to Spring 2021.

Based on the reported results, are there negative indications (Fall to Spring) for the service, and if so, what are they?

While about ½ of students were able to identify marriage and children as an approved reason for dependency for FAFSA, 54% believed living on their own also applies. This rate. It was selected more often than the correct answers showing students still struggle to understand what dependency means when it applies to FAFSA. Also, the majority of students stated they believed you must be full time to receive the PELL grant and student loans or they didn't know. Only 30% of students could identify this. Looking deeper at this, all those who did not apply or are CCP were then filtered out of the answers. Of those who completed the FAFSA, 60% did not know the course load requirement for PELL grants and 85% did not know the course load requirements for Student Loans. This shows an area that will need working on.

Comments/Recommendations for success or improvement:

Creating a blurb about financial aid (contact info and basic other facts and info) to go in all faculty syllabi would be a great start. See what's in the Orientation for new students and make sure everything is up to date and if there is anything that should be added such as the course loads.

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>
#3 Created a CCP/traditional students newsletter to inform students of financial aid information	Did not meet the goal of 5.0, however, did rise by 11%. Will continue to work on this as COVID hindered connecting with students.
#4 Created a CCP/traditional students newsletter to inform students of financial aid information	Did not meet the goal, however, did maintain or rise for each area. Will continue to work on this as COVID hindered connecting with students.
#1 Sent emails to students about financial aid and explain what they can buy	Did meet the goal for school supplies and textbooks in one of the two semesters. This was hard to meet as the bookstore was operating online only. Will continue to work on this as COVID hindered connecting with students.

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
<i>Example: #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
FAFSA needs for aid	Create blurb to be put in syllabi and section for new support services tab in blackboard	Raise all to 7.0
Identify academic requirements eligibility for federal aid	Create blurb to be put in syllabi and section for new support services tab in blackboard	Raise all to 5.0
Financial aid usage at bookstores	Create blurb to be put in syllabi and section for new support services tab in blackboard	Raise all to 5.0

Student Supportive Services Assessment Report

Supportive Service	Health and Wellness Services
Service Director/Coordinator	Darlene Francis
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Identify community resources to assist with barriers to academics.
2. Identify activities provided on campus for maintaining health and wellness.
3. Identify the connection between health and academics.
4. Identify health literacy practices.
5. Identify resources available through health and wellness services.
6. Develop awareness concerning physical, mental, and emotional health.
7. Develop a sense of health and wellness

CAS Standards Alignment

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

CAS 3: Intrapersonal development

CAS 6: Practical competence

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

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# Students completing	119	30	111	122		
Student ID # known	4.00	4.65	4.70	4.70		
Identify community resources to assist with barriers to academics.	2.56	0.89	1.83	1.53		
Identify activities provided on campus for maintaining health and wellness.	2.25	1.33	1.56	1.44		
Identify the connection between health and academics.	3.85	2.15	3.00	3.15		
Identify health literacy practices.	0.85	0.15	1.20	0.35		
Identify resources available through health and wellness services.	1.63	1.68	1.73	1.45		
Develop awareness concerning physical, mental, and emotional health.	1.98	0.77	1.70	1.22		
Develop a sense of health and wellness	2.45	1.95	1.95	1.85		

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
Evaluations (Events)						
I am more aware of important aspects of physical, mental, and emotional health.		4.3		N/A		
I understand more about of health and wellness		4.1		N/A		
I can see the connection between health and academics.		4.75		N/A		

FALL FINDINGS

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

Overall, there has been an increase in student knowledge about health and wellness. Students could correctly identify a number of services the school offers and how to research information about health issues. There was a significant jump of student ability to identify health campaigns, the importance of having basic needs for their academic studies success, and school magazine for health.

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

Most negative areas are due to students not being on campus. The “Student Needs Team” has been holding food pantry drive ups of which 25 students have attended, however, they have not been called “Charger drive ups” which has caused the name of the food pantry to be more unknown to students. Numbers are still low for student knowledge, but more students are starting to become aware of the service through orientation.

SPRING FINDINGS

Based on the reported results, are there positive improvements (Fall to Spring) for the service, and if so, what are they?

Students understand the connection between basic needs and health. This has continued to climb over the last three semesters. While students still don’t know about the food pantry as much as the Student Needs Team would like, the communications are increasing and it was included in the student satisfaction survey for the first time. While the numbers are still low, this improvement in communication will hopefully improve numbers for next year. The Campus Wellness 101 is still low in numbers, but is slowly improving. The Orientation for new students is still evolving and is now including information about the online magazine. One other positive indicator is the knowledge of services offered. While numbers are still lower than desired, they continue to increase compared to Spring 2020.

Based on the reported results, are there negative indications (Fall to Spring) for the service, and if so, what are they?

There is still lack of knowledge about what all Edison State offers. Due to COVID-19, the campus was limited for who could enter and most facilities were closed. No extracurricular activities were offered.

EVENTS ON CAMPUS BY HEALTH AND WELLNESS

None this year due to COVID

Comments/Recommendations for success or improvement:

One thing I recommend is to create a blurb with the basic information and a link to the magazine to be added to the syllabi and blackboard. Perhaps put together a brochure of services that can be handed out in classes or put around the school.

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

Intervention/Change	Effect/Results
<i>Example:</i> Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
Sent emails about Charger Station Food Pantry Drive Ups. This is the responsibility of the Student Needs Team. The team secured campus access for the pantry 5/3 and posted information about it in blackboard and through email	Did not meet the goal, will reassess this next year as more information about the pantry is sent (Student Needs Team now operating all four campuses).
Updated the Orientation in Jan 2021 with new information about the Campus Wellness Magazine	The scores have improved but did not meet the goal of 5.0 Will continue this next year to aim for that goal
Updated the Orientation in Jan 2021 with new information about the services of the Health and Wellness	The goal was set high and was not met, however, 80% of student could name at least 2 services offered by Health and Wellness. Will continue to work at this goal next year.

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
What is Charger Station	More communications about the Charger Station including using the Blackboard Announcements and Syllabi to alert to their locations. This will be managed by the Student Needs Team	Raise to 5.0

Campus Well (Student Health 101)	Add blurb to syllabi and blackboard campus services section	Raise to 5.0
Services offered to students - Health Information	Add blurb to syllabi and blackboard campus services section	Raise all areas to 5.0

Student Supportive Services Assessment Report

Supportive Service	IT Services
Service Director/Coordinator	Jessica Edwards
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Identify the types of technology used on campus.
2. Identify the process of using the Papercut copiers.
3. Identify the steps to changing passwords.
4. Demonstrate the ability to navigate Blackboard and Email.

CAS Standards Alignment

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

CAS 6: Practical competence

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

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# of Students Completing Survey	35	0	119	43		
Student ID # known	2.80	0	4.75	4.60		
Identify the types of technology used on campus.	4.78	0.00	4.10	3.83		
Identify the process of using the Papercut copiers.	4.78	0.00	1.10	1.05		
Identify the steps to changing passwords.	3.40	0.00	1.00	3.45		
Demonstrate the ability to navigate Blackboard and Email.	4.53	0.00	3.62	3.63		

FALL FINDINGS

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

This was the first semester surveys were completed since the skewed data from 2019FS due to students selecting all options. This led to a better representation of student knowledge. Students show a good understanding of the IT tools offered by the school and on blackboard. Students were correctly able to identify important communication and technology information with nearly all showing they understand the importance of checking email as the only method of communication from the school and the different types of technology used in classrooms.

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

One area that should be addressed is who students should contact first when having trouble within their courses. There was improvement as no students stated to contact the dean this semester and only 61% stated the helpdesk. This is still high since the instructor should be the first contact if it's a course issue as there are things the helpdesk cannot do within faculty courses and faculty need to be in contact with students when problems in their courses arise.

Students also did not show an understanding of the multiple methods of reaching the help desk. Many were able to select one option, but did not recognize there were more than one possible choice. In case this is a wording issue, the question is being adjusted from "If I have an issue with technology I can contact the IT Help Desk in all but which way" to "If I have an issue with technology I can contact the IT Help Desk by doing all of the following except"

SPRING FINDINGS

Based on the reported results, are there positive improvements (fall to spring) for the service, and if so, what are they?

Students are continuing to gain a strong foundation of the functions of Blackboard. The findings showing that all but one could identify the usages of the profile tab is an improvement. Also, students remain steady with the knowledge of tools in blackboard such as Respondus lockdown browser. It should be noted that the new course assigned to take this quiz starting in Fall 2020 does not use Respondus, showing this is a learned skill from orientation and other courses.

More students understood the methods to get help. 74% of students were able to identify a method of contacting the Help Desk.

Based on the reported results, are there negative indications (fall to spring) for the service, and if so, what are they?

Students still are stating the help desk should be the first contact for help with blackboards rather than instructors. This may be a communication issue as many instructors during COVID are sending students straight to the Help Desk due to their lack of knowledge with blackboard.

Comments/Recommendations for success or improvement:

The issue with who to contact first may be a consistency issue. Many faculty do not realize there are things the help desk can't help with if its instructor error. This may be an issue the Distance Learning Committee may need to tackle. I suggest the committee work with the strategic planning for faculty development and create a list of what issues to contact the teacher for and what issues to contact the help desk for. If this is done, the question will need to be changed to match decision of the committee.

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

Intervention/Change	Effect/Results
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Example: <i>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>
New training information was included in the online Orientation concerning the usage of Edison State Email	The goal was to reduce the number of students who believed they could use personal email to 25%. This was successful. By Spring 2021, only 5% of students stated that was an acceptable format of communication.
Working with faculty development to educate faculty about who students should contact first for help.	The goal was to reduce the number of students stating to contact student services and the dean to 25%. This was met. In the Spring 2021, only 5% stated the dean/student affairs were acceptable contact points.
Created new training about Respondus Lockdown Browser for the Online Workshop Training	The goal was to decrease the wrong answers to less than 50% By Spring 2021, this is met with only 16% not knowing what the testing tool is or misidentifying it.

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
Identify what the color printer location is	Pull the codes out of the pdf to make it more easily identifiable in the Student Orientation. See about adding the PDF instructions onto the Student Resource Page	Raise to 3.0
Who to contact first for blackboard	Make a pdf to send to faculty on what the IT help desk can actually help with and the process for faculty to get help; See about changing the blurb in the syllabus about technical support and who to contact so all know faculty must be first contact	Raise to 3.0

Student Supportive Services Assessment Report

Supportive Service	Library Services
Service Director	Lisa Hoops
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Identify location of the collections and resources in the library and online.
2. Conduct research of the library’s resources including book collections and online resources
3. Analyze resources for their accuracy, bias, and relevancy.
4. Identify the bibliographical information for sources to provide proper citing of a source.

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

Are the learning outcomes being met? (Out of 10 points)

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# students completing	148	20	109	37		
Student ID # Known	4.80	4.75	4.60	4.20		
Number to access library database off campus	3.35	3.00	3.15	3.50		
Identify location of the collections and resources in the library and online.	4.15	3.50	2.13	2.98		
Conduct research of the library’s resources including book collections and online resources	3.15	3.38	2.23	2.15		
Analyze resources for their accuracy, bias, and relevancy.	3.70	2.25	2.90	3.50		
Identify the bibliographical information for sources to provide proper citing of a source.	4.50	4.25	3.60	4.30		

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

Students have a good understanding of the library services and how to use them. Their understanding of how to use the article search, while the numbers have dropped, still remains at a good rate. Given COVID has made it impossible for the library to visit classrooms, these

numbers show that the classroom visits make a good impact. Numbers were much higher when the library could go to classrooms than once courses went online.

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

Student answers showed a reduction of understanding on how to access materials off campus. This may be due to not having on campus orientation due to COVID and may change in the spring with the new student barcodes being aligned with their student ID numbers. The understanding of OHIOLINK also dropped, which also may have been caused due to the reduced number of courses using it because of delays in shipping (due to COVID).

SPRING FINDINGS

Based on the reported results, are there positive improvements (fall to spring) for the service, and if so, what are they?

Student understanding of the usages and advantages of the articles in the database is higher. Understandings of the benefits of peer reviewed articles is at a high, up 25% from last spring when the campus was open.

While there is a lot of dropping of scores compared to pre-COVID, this does show the positive effect of visiting classrooms. With librarians not able to go into the classrooms as they could before the pandemic, they have had to convey information in other ways. The drop in numbers can signify the value of the face-to-face visits from the librarians to educate students about research materials and library services.

Based on the reported results, are there negative indications (fall to spring) for the service, and if so, what are they?

The number of students who can identify special databases for disciplines has dropped. Most students stated they'd only use Academic search to find psychology articles rather than Psych INFO. Student understanding of magazines usage has also dropped. This, however, is most likely due to the library closure due to COVID-19.

While the student library id dropped, the id # was changed in the fall. The increase from the fall to spring shows students are learning how to identify what their new number is.

Another area that is seeing dropping numbers is OHIOLINK. While 50% of students were able to identify what school was not part of it, a larger number in compared with past semesters stated they didn't know.

Comments/Recommendations for success or improvement:

The course specific database dropped significantly. Perhaps having a document with the different databases and a list of the courses each specialized database matches would be a good tool to include in orientation, the library blackboard, website, and to give to faculty to provide to students. This may help students learn about the different types of databases without videos.

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

Intervention/Change	Effect/Results
<i>Example:</i> Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.	Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.
Creation and advertisement of LibGuides and online tools to help students understand what database to use for a specific course or assignment.	The goal was to increase this by 20%, however the student understanding for the psychology example dropped.
We created a document that details what a peer-reviewed article is and post it to our Blackboard course and LibGuides. We also have a library video tutorial (within the LibGuides) that details this information and how to limit a search to peer-reviewed articles only. This way, if a student is told to “find a peer-reviewed article”, they can easily find information on what qualifies a peer-reviewed article and how to search for one	The goal to increase from Spring 2020 to Spring 2021 by 20% was met. The score increased by 25%

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.	Increase outcome results from 25% positive to 75% positive.
Ohiolink Information	Work with Jessica E/Jordan K. to ensure what is in the online orientation is up-to-date and has all materials needed	Raise to 6.0
Specialty Database Identification	Work with Jessica E/Jordan K. to ensure what is in the online orientation is up-to-date and has all materials needed	Raise to 2.5
Student Barcode number	Redo the old blurb for syllabi with up-to-date information	Raise to 7.0

Student Supportive Services Assessment Report

Supportive Service	Student Services
Academic Year:	2020-2021
Director of Service	Dr. Loleta Collins
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives of Area

1. Identify the various forms related to records and registration.
2. Identify the differences and uses of official and unofficial transcripts.
3. Identify the different methods of registration.
4. Identify the differences between add, drop, and withdraw and how it affects the academic record.

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 6: Practical competence

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

Questions	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# Students completing	57	100	7	50		
Students who knew their student ID #	4.75	4.70	5.00	4.90		
Identify the various forms related to records and registration.	4.63	4.10	4.08	4.10		
Identify the differences and uses of official and unofficial transcripts.	3.40	2.45	3.13	2.78		
Identify the different methods of registration.	3.54	3.38	4.54	3.90		
Identify the differences between add, drop, and withdraw and how it affects the academic record	3.57	3.05	2.41	3.02		

FALL FINDINGS

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

Students have a strong understanding of the methods to register. All were able correctly identify Webadvisor as a method of registration. While less knew they could email registration, 3 out of 4 still were able to identify this method. While a small number of students completed the survey, their ability to identify the differences between the official and unofficial transcript improved.

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

Students have a good understanding of the requirements of payments after the semester begins, but not of the payment deadline. Most students think it needs to be done by the first day of class, not prior to the start of classes.

There is still a lack of understanding of the effects of dropping courses. Most students believe that dropping a course will affect their GPA.

SPRING FINDINGS

Based on the reported results, are there positive improvements (fall to spring) for the service, and if so, what are they?

There was an increase to a 3-semester high of the affects dropping a class may have on financial aid if done after the refund date. While not all numbers increased from Spring 2020, most did see an increase or maintaining a steady rating.

Based on the reported results, are there negative indications (fall to spring) for the service, and if so, what are they?

There was a drop in the understanding of the usages of official and unofficial transcripts this semester; all scores except the unofficial transcript’s ability to show what classes have been taken dropped.

Comments/Recommendations for success or improvement:

With COVID making face-to-face contact minimal, the maintaining of the scores overall is a positive effect. Most areas are at an acceptable level. With students not checking emails as much anymore, I would recommend perhaps utilizing the blackboard announcements. Perhaps ask the Director of Distance Learning to post announcements such as “how to register” with the acceptable methods when registration for new semesters come open and links to pdf documents in the blackboard institution page for students.

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

Intervention/Change	Effect/Results
<i>Example:</i> <i>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>
Deadline to have payment/financial aid in place: Worked with Advising Services to send emails with the important information at different times in the semester. First sent in Spring 2021.	The goal was to decrease the number of student who believed payments were due 2 weeks prior to less than 10%. By Spring 2021, this was met as the number of students ended at 10%
What Official Transcripts are required for: Discussions were held, but due to COVID, the	The goal was to decrease the number of students who didn’t know what official transcripts were required for to 15%. It did

project was put on hold outside of student questions	decrease, but only to 18%, which is still an improvement from both Spring 2020 and Fall 2020.
Acceptable methods of Registration: Worked with Advising Services to send emails with the important information at different times in the semester. First sent in Spring 2021.	The goal was to decrease the number of students who believed they could register over the phone, however, the number of students stating it was an acceptable method of registration increased to 54%

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
What Official Transcripts are required for	Work with Jordan (Enrollment Manager) to add information about transcripts onto the New Student Orientation.	Rise to 7.0
Effects of dropping after refund date on GPA	Work with Amber on her action plan for 21-22 to train advisors on effects of dropping courses.	Rise to 2.0
All Outcomes	Review the results and consult with the Registrar's Office to identify future action plans	Identify 2 areas of possible improvement

Student Supportive Services Assessment Report

Supportive Service	Tutoring Services
Service Director	Lisa Hoops/Leah Baumhauer
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Identify the areas and methods of tutoring available
2. Demonstrate the ability to effectively communicate ideas and questions.
3. Demonstrate the ability to work in groups.
4. Demonstrate an increased understanding of the learning process.
5. Demonstrate ethical decision making.

CAS Standards Alignment

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

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

Questions	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# Students completing	91	14	131	87		
Student ID known	4.80	4.60	4.80	4.95		
Usage of the Tutoring Center's resources	1.80	0.35	1.15	1.15		
Identify the types of tutoring service modalities offered	3.55	2.83	1.90	1.88		
Identify the services available through the Tutoring Center	3.53	1.91	3.21	2.30		
One-on-One Tutoring						
# of Students						
Demonstrate the ability to effectively communicate ideas and questions.	N/A	N/A	N/A	N/A		
Demonstrate the ability to work in groups.	N/A	N/A	N/A	N/A		
Demonstrate an increased understanding of the learning process.	N/A	N/A	N/A	N/A		
Demonstrate ethical decision making.	N/A	N/A	N/A	N/A		

In the process of developing tool to assess one-on-on tutoring

FALL FINDINGS

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

The understanding of the services provided remains high as students demonstrated the ability to identify all services. There was also a large increase in the number of students using the tutoring center. While most stated they hadn't used it previously in 2019-2020, 23% stated they used it in the fall. This is a 16% increase since the spring. Given the semester was still mainly online, this increase shows the importance of the services during the pandemic.

Based on the reported results, are there negative indications for the service, and if

Students did not test as well at how to get help. While the lack of ability to identify where the tutoring center or if appointments were needed may be due to the pandemic moving courses online, they do not have an understanding of how some of the services work, such as the writing assistance with the eTutoring. Only 2% knew how many times they could submit papers with the majority stating either they didn't know (49%) or that there was an unlimited ability (40%). They also believed that live paper reviewing was an option (52%) rather than the ability to submit and get a review in detail after 24-48 hours. It needs to be pointed out though that due to COVID the campus tutors are doing live paper reviews. The students may not have been able to differentiate between campus tutors and the eTutoring offerings.

SPRING FINDINGS

Based on the reported results, are there positive improvements (Fall to Spring) for the service, and if so, what are they?

Students seem to have a good grasp on the services offered. Only 9% stated they didn't know the services and the remaining 91% could identify at least 2 services offered. While the usage of the tutoring center remained steady from fall to spring, it is noteworthy that spring to spring numbers increased in tutoring center usages. While eTutoring numbers are still somewhat low, the scores have increased during the period of the action plan.

Based on the reported results, are there negative indications (Fall to Spring) for the service, and if so, what are they?

Most students still say they don't use the service. With the campus tutoring center closed, the knowledge is limited. It could be because of COVID-19 that some scores dropped. There are still several areas students marked they "don't know." The most heavily marked areas are services of eTutoring and appointments for tutoring.

Comments/Recommendations for success or improvement:

I would suggest continuing to work on the areas began this year. For eTutoring, it may be beneficial to connect to the instructors and have a video included in their getting started materials, perhaps that way, they can include it in any getting started quiz. The syllabus blurb is a bit vague and out-of-date as well, I'd suggest redoing it prior to the fall semester with more information (supplemental pic of what the current blurbs are included from HST 121S's 2020SS syllabus)

TUTORING CENTER

All students enrolled at Edison are eligible to receive learning assistance services. Learning assistance services including tutoring, eTutoring, and the use of The Learning Center are free to Edison students. To meet with a tutor or to receive more information on services, visit room 560 in the Library, call 778-7959, or visit <https://www.edisonohio.edu/tutoring-center/>.

LIBRARY

For all your research and information needs, the library provides excellent reference and research assistance. The Edison Library is part of the OhioLINK (Ohio Library and Information Network) consortium. We provide access to the following materials:

- 25,000 items in the Edison Library
- 49.5 million items from 90+ academic libraries (sent to the Edison Library for free)
- Millions of full text electronic articles via the databases and Electronic Journal Center
- 200+ electronic research databases (containing reliable, credible sources for research assignments)
- 80,000+ ebooks
- Thousands of digital images, videos and sounds
- Expert reference/research assistance from professional Librarians

For more information, contact the Library at 937-778-7950 or library@edisonohio.edu, or visit <http://www.edisonohio.edu/Library/>.

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

Intervention/Change	Effect/Results
<p><i>Example:</i> Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</p>	<p>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</p>
<p>Outreach techniques to increase the amount of students using the center</p> <p><i>How was this done, please add to with what you did</i></p>	<p>This is difficult with COVID still occurring for the entire academic year. There was an improvement though as 15% more students stated they used the service than in Spring 2020. While this did not meet the 25% goal, it is a great start</p>
<p>Increased marketing of the services and the website information about eTutoring</p> <p><i>How was this done, please add to with what you did</i></p>	<p>The goal was to reach 5.0 for each service. While it was reached for the fall, it fell a bit for the spring. Even so, it is an improvement over Spring 2020.</p>

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
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Example: #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
Tutoring Information/Services	Work with Jessica E. to add a link to the Tutoring Center on the blackboard template	Raise all to 5.0
Location	Redo the old blurb for syllabi with up-to-date information	Raise to 6.0

Student Supportive Services Assessment Report

Supportive Service	Veterans Services
Service Directory/Specialist	Lornette Dallas
Academic Year:	2020-2021
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Demonstrate an understanding of the different types of Veteran benefits.
2. Identify the documentation required to access Veteran benefits.
3. Identify the resources available to assist in the transition to student life.
4. Use critical thinking when interacting with veterans of different diversities and experiences.

CAS Standards Alignment

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

CAS 2: Cognitive Complexity

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

Questions	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Students Assessed	2	13				
Student demonstrates an understanding of the different types of Veteran benefits	4.5	3.69				
Student can identify the documentation required to access Veteran benefits	4	3.69				
Student can identify the resources available to assist in the transition to student life	3.50	3.69				
Student uses critical thinking when interacting with veterans of different diversities and experiences.	4.5	3.69				

TO BE COMPLETED BY ASSESSMENT COMMITTEE MEMBER

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

More students were able to be assessed this year. Overall, there were no deficiencies identified. Students were able to identify the information needed, the only variation was at what skill level.

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

This year, 38% of students rated as ‘average’ for how well they could demonstrate and apply knowledge of Veteran Services and the documentations needed as Vets in college. While this is still acceptable, it’s an area that could be improved on.

Comments/Recommendations for success or improvement:

No Data was entered since July 2020. It would help to open the survey monkey link when with the student and ask questions like “what documents do you need to do next semester before registration?” and when asking how classes last semester went, ask questions like “did any conversations in classes make you feel uncomfortable because of your military experience? How did you handle it?” This way, it’s helping the connection with the student and getting information needed. If it becomes habit, it will help us collect more information and have it for each semester.

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>
#4: Department: Identify needs of vets by offering the Veteran’s their own lounge to mingle together.	n/a
#1: Provide information on the varying veteran benefits to potential students. Possible option, information page under veteran tab or link directly to the VA.gov website, education benefits.	n/a

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal

<p>Example: # Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</p>	<p><i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i></p>	<p><i>Increase outcome results from 25% positive to 75% positive.</i></p>
<p>#3 Identify the resources available to assist in the transition to student life.</p>	<p>Send emails and use ADVISE communications to connect students with resources</p>	<p>Raise from 3.69 to 3.75</p>
<p>#4 Use critical thinking when interacting with veterans of different diversities and experiences.</p>	<p>Ask all Vets during advising meetings: ““did any conversations in classes make you feel uncomfortable because of your military experience? How did you handle it?” to assess their abilities and see if any additional help is needed.</p>	<p>Raise from 3.69 to 4.0</p>

Appendices: Supportive Services Assessment Surveys

Advising Services Assessment Questions

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.

1. Student ID#

* 2. For many classes at Edison State, student must meet specific prerequisites. Which of the following should students do to ensure you can take the course? (Select all that apply)

- Meet Accuplacer score requirements or be approved for multiple measures
- Look at the course description at what the prerequisites are
- Look at the program guide in the catalog for what courses must be done first
- Email the chair of the department to ask them
- I don't know

* 3. Where can you go to look at your program evaluation?

- Blackboard
- The School Catalog
- MyESCC
- I don't know

* 4. How do you locate the name of your academic advisor?

- Blackboard
- The School Catalog
- MyESCC
- I don't know

* 5. What semester should you meet with your faculty adviser to discuss what careers you can get with your degree or how the program transfers to a university?

- First semester
- Second semester
- Third semester
- Last semester
- I don't know

* 6. For all courses, there is a specific ratio for how much work has to be done. For a 1 credit course, For every 1 hour in the classroom how many hours outside of the classroom are required?

- 1
- 2
- 3
- 4
- I don't know

* 7. Your Edison State GPA can affect (Select all that apply)

- Classes you can take
- Getting into programs
- Financial Aid eligibility
- Your academic status
- The type of degree you can get.
- Graduation
- I don't know

Career Service Assessment Questions

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1. Student ID#

* 2. Which of the following services are offered by Edison State? (Click all that apply)

- Resume Review
- Cover Letter Review
- Interviewing Skills Help
- Career Outlook Information
- Job Services
- Community Employer Connections
- Assessments to identify a Career Pathway
- None of these

* 3. What is CollegeCentral.com/EdisonOhio?

- A recruitment service
- Information about the majors offered at Edison State
- Job Outlook for Edison State Students
- I don't know

* 4. Which of the following career assessments offered by Edison State is a brief look at career areas suitable to your personality and interests?

- Buckeye Top Fifty
- Ohio Career Information System
- Holland Career Model
- TypeFocus
- I don't know

* 5. Which of the following career assessments offered by Edison State is an In-depth career planning tool based on the Myers Briggs Type indicator?

- Buckeye Top Fifty
- Ohio Career Information System
- Holland Career Model
- TypeFocus
- I don't know

* 6. Where can you locate available jobs, apprenticeships, or volunteer opportunities for Edison State college students? (Select all that apply)

- Email
- Student Affairs
- Tutoring Center
- Cafeteria
- Career Services Website
- I don't know

* 7. Who is the specialist for Career Services?

- Morgan Abney
- Amber Selhorst
- Jessica Chambers
- ARC Advisors
- I don't know

Financial Aid Assessment Questions

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1. Student ID#

* 2. What does the FAFSA stand for?

- Federal Application For Student Aid
- Federal Application For Student Assistance
- Free Application for Federal Student Aid
- I don't know

* 3. What month did you apply for FAFSA?

- January- February
- March- April
- May- June
- July- August
- September-October
- November-December
- I did not apply for aid
- I am a CCP student

* 4. Amanda is a 22-year-old married student living in her own apartment with her daughter and significant other. Which of these social situations will result in FAFSA recognizing her as independent? (Select all that apply)

- Married
- Have children
- Living on your own
- I don't know

* 5. The FAFSA is needed to determine eligibility for: (Click all that apply)

- Grants
- Loans
- The Edison State Scholarship
- I don't know

* 6. Financial Aid can be used to purchase which of the following from the bookstore: (Click all that apply)

- Textbooks
- School Supplies
- School Merchandise
- Laptops
- I don't know

* 7. You have to be full time to receive Pell Grants?

- Yes
- No
- I don't know

* 8. What is the minimum number of credits you need to enroll in to receive a student loan?

- 3
- 6
- 9
- 12
- I don't know

* 9. If you receive federal aid in a semester and completely withdraw at midterm, will you owe federal aid funds back?

- Yes
- No
- I don't know

* 10. What are the academic standards you must maintain in order to keep federal aid eligibility? (Click all that apply)

- Must maintain a 3.0 cumulative GPA
- Must complete and pass at least 67% of all classes attempted
- Must maintain 2.0 cumulative GPA
- Total attempted credit hours cannot exceed more than 150% of the hours your program allows
- Must complete and pass at least 50% of all classes attempted
- I don't know

* 11. At what age do you no longer need your parents' tax information when filing your FAFSA?

- 18
- 20
- 22
- 24
- I don't know

Health and Wellness Assessment Questions

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1. Student ID#

* 2. Which of the following services are offered to students at Edison State for low or no cost? (Click all that apply)

- Illness care
- Health screenings
- Flu vaccines
- Community referrals
- Health information
- Aerobics Classes
- I don't know

* 3. The fitness center is available free of charge to all students, staff, and faculty.

- True
- False
- I don't know

* 4. Where is the LifeClinic Blood Pressure Kiosk located?

- Nurse's office
- Nursing Wing
- Student Affairs
- Cafeteria
- I don't know

* 5. What is "We Care"?

- The slogan for this year's health programs
- A Student Emergency Fund for emergency needs
- The name of Edison State's Child Development Center
- A Suicide prevention awareness campaign
- I don't know

* 6. What is the "Edison State Charger Station"?

- A place to charge your phone
- A place to get a snack when it is needed
- An office in Student Affairs to get mental health help
- A place to rest and recharge yourself between classes
- I don't know

* 7. Students who do not have basic needs will see it affect their grades and classes.

- True
- False
- I don't know

* 8. Which is of the following is a place to learn about upcoming events for health and wellness?

- Edison State Email
- Edison State Website
- Edison State Calendar
- I don't know

* 9. Campus Well (Student Health 101) is a...

- Online Magazine
- Health Class
- Student Workshop
- Campaign slogan
- I don't know

* 10. Where do you go to get help with basic needs on campus?

- Student Affairs
- Dean's Office
- Information Center
- I don't know

IT Services Assessment Questions

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1. Student ID#

* 2. If I want to print a document in color I need to chose which printer option?

- EdisonPrintColor
- BWFindMe
- LibraryPrintColor
- ColorFindMe
- I don't know

* 3. By default all documents print...

- With colored ink
- Single sided
- Double sided
- Two copies
- I don't know

* 4. The technology that may be used by an instructor during tests to ensure accountability and honesty is:

- Blackboard
- Respondus Lockdown Browser
- Collaborate
- MyESCC
- I don't know

* 5. The technology that used for web conferencing during a course is called:

- Respondus LockDown Browser
- Blackboard
- Collaborate
- Discussion Board
- I don't know

* 6. Outside of my class, Edison State Community College will only communicate with me through which technology:

- Edison State email
- Personal email
- Blackboard messages
- WebAdvisor
- I don't know

* 7. To access my Edison State Community College email account I will need to click where on the Edison State webpage?

- "I am" Tab
- "Resources" Tab
- "Student Life" Tab
- "Campus Services" Tab
- I don't know

* 8. This tab in Blackboard includes Student quick links, video tutorials, and other campus information.

- Institution Tab
- Activity Stream
- Courses Tab
- Profile Tab
- I don't know

* 9. If I need help with Blackboard, my first point of contact should be?

- The Dean
- IT Help Desk
- Instructor
- Student Services
- I don't know

* 10. If I have an issue with technology I can contact the IT Help Desk in by doing all of the following except?

- Calling the help desk
- Chat online with the help desk
- Stop by the HUB
- Stop and IT person in the hallway to discuss the issue
- I don't know

* 11. If I wish to change my picture on my Blackboard account I can do so in which tab?

- Institution Tab
- Courses Tab
- Activity Stream
- Profile Tab
- I don't know

Library Services Assessment Questions

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1. Student ID#

* 2. Sally's student ID number is 0123456. What would her library barcode number be?

- 19730123456
- 01234561973
- 0123456
- I don't know

* 3. The library collection contains magazines that can be checked out.

- True
- False
- I don't know

* 4. Your psychology instructor asks that you locate a scholarly, peer-reviewed article. Which library database would be best to use for this assignment?

- NexisUni
- CINAHL Plus
- PsychINFO
- Academic Search
- I don't know

* 5. Which of the following is a common way to limit your search results in library databases?

- Date range
- Full-text
- Peer-reviewed
- All of the above
- I don't know

* 6. Peer-reviewed journal articles are considered to be of high quality because:

- They are only found in library databases.
- The findings and research quality are checked by experts in the field.
- The author must have a particular number of years researching in their field.
- The author must teach at a university.
- I don't know

* 7. Most library databases will provide a citation for articles.

- True
- False
- I don't know

* 8. Edison State students can request books to be delivered to the library from all of the following schools except for:

- The Ohio State University
- The University of Dayton
- Indiana University
- Columbus State Community College
- I don't know

Student Services Assessment Questions

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1. Student ID#

* 2. Students can withdraw from a class after the "drop" date but they are still financially responsible for the course.

- True
- False
- I don't know

* 3. Students must have some form of payment/financial aid in place by what key deadline?

- Two weeks prior to the start of class
- The Payment Due Date
- The Purge Date
- The first day of class
- I don't know

* 4. Which of the following form helps a student register for a class?

- Registration Add/Drop Form
- Change of Address Form
- Late Withdraw Request Form
- Portfolio Exam Listing and Registration Form
- I don't know

* 5. A student can permit another person to view their records if the student completes a:

- Change of Address Form
- Release of Student Records Form
- Petition for Ohio Resident Status
- Portfolio Exam Listing and Registration Form
- I don't know

* 6. ONLY an official transcript can be used to:

- see which classes transferred from another college
- show the classes a student has taken
- see a student's GPA
- transfer credit from one college to another college
- I don't know

* 7. A student can use an unofficial to (select all that apply)

- see which classes transferred from another college
- show the classes a student has taken
- see a student's GPA
- transfer credit from one college to another college
- I don't know

* 8. A student may register for a class by (select all that apply)

- emailing the class's instructor
- registering for the class through WebAdvisor
- showing up during the first class of the term
- submitting the first assignment to the instructor
- I don't know

* 9. Which of the following is acceptable for registering for classes (select all that apply)

- Fill out a Add/Drop Registration Form
- Register through MyESCC
- Email Registration with the desired classes using and Edison State Email
- Call and talk to a College Resource Specialist
- I don't know

* 10. If a student drops a class before the official refund date, that class (select all that applies)

- negatively affects the student's financial aid record
- does not show up on a student's transcripts
- negatively affects the student's academic grade point average
- does not affect the student's academic grade point average
- I don't know

* 11. If a student drops a class *after* the official refund date, that class (select all that applies)

- may negatively affects the student's financial aid record
- is included on a student's transcripts
- negatively affects the student's academic grade point average
- does not affect the student's academic grade point average
- I don't know

Tutoring Center Assessment Questions

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1. Student ID#

* 2. How often have you used Tutoring Center services in the past year?

- Never
- 1 times
- 2 times
- 3+ times

* 3. Where is the Tutoring Center located?

- Room 403
- Student Affairs
- Library
- I don't know

* 4. What types of services does the Tutoring Center provide?

- Testing
- Paper reviews
- Tutoring
- All of these are offered
- I don't know

* 5. You have to make an appointment to work with a tutor in the Tutoring Center.

- True
- False
- I don't know

* 6. Which of the following is not a service offered from E-Tutoring?

- 24/7 question submission
- 24/7 writing submission
- Live math tutoring
- Live paper reviewing
- I don't know

* 7. You can submit the same paper to be reviewed via eTutoring how many times?

- 1
- 2
- 3
- Unlimited
- I don't know

Appendices: Supportive Services Rubrics

Career Services Rubric

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1. Student ID#

2. Rubric

	Student Never Can	Student Seldomly Can	Student Often Can	Student Frequently Can	Student Always Can
Articulate answers clearly with the career counselor to assist with career decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify barriers to their educational goal and develop mechanisms to remove them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain what types of careers connect with their interests and personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate the ability to conduct a job search for specific careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a clear and well documented resume of skills and qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Disabilities Services Rubric

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1. Student ID#

2. Rubric

	Student Never Can	Student Seldomly Can	Student Often Can	Student Frequently Can	Student Always Can
Knowledge acquisition, integration, and application: <i>Connect with resources identified by ADA to support learning</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge acquisition, integration, and application: <i>Identify and provide the correct documentation for ADA review</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge acquisition, integration, and application: <i>Identify policies and expectations surrounding accommodations</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intrapersonal Competence: <i>Develop study methods in line with accommodations</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Competence: <i>Develop communication and interpersonal skills in articulating limitations and needs in academics</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical Competence: <i>Develop a sense of personal responsibility for maintaining accommodation documentation and appointments</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Veterans Services Rubric

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1. Student ID#

2. Rubric

	Student Never Can	Student Seldomly Can	Student Often Can	Student Frequently Can	Student Always Can
Knowledge acquisition, integration, and application: <i>Demonstrate an understanding of the different types of Veteran benefits.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge acquisition, integration, and application: <i>Identify the documentation required to access Veteran benefits.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge acquisition, integration, and application: <i>Identify the resources available to assist in the transition to student life.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive Complexity: <i>Use critical thinking when interacting with veterans of different diversities and experiences.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>