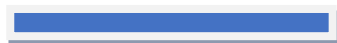# Edison State Community College
2021-2022 Assessment Report

Student Supportive Services

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

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Supportive Services Assessment Overview

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

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[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 Reports

Supportive Service	**Accessibility and Disability Support Services**
Service Coordinator	Carin Benning/Marissa Teneyugue
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

CAS Standards Alignment
CAS 1: Knowledge acquisition, construction, integration, and application
CAS 3: Intrapersonal development
CAS 6: Practical competence

Program Outcomes					
Value *Use a numeric scale 1-5 and descriptors such as the* **examples** *shown here.*	Student Always Can	Student Frequently Can	Student Often Can	Student Seldomly Can	Student Never Can
	5	**4**	**3**	**2**	**1**
Student can connect with resources identified by ADA to support learning	23	45	4	3	
Student can identify and provide the correct documentation for ADA review	36	26	6	5	2
Student can identify policies and expectations surrounding accommodations	24	31	14	6	
Student has developed study methods in line with the accommodations	21	36	10	8	
Student has developed communication and interpersonal skills in articulating limitations and needs in academics	26	29	15	5	
Student has a sense of personal responsibility for maintaining accommodation documentation and appointments	29	24	16	3	3

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

Student Learning Outcome	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
Students Assessed	0	39	75			
Student can connect with resources identified by ADA to support learning	0	4.15	4.17			
Student can identify and provide the correct documentation for ADA review	0	4.31	4.19			

Student Learning Outcome	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student can identify policies and expectations surrounding accommodations	0	4.10	3.97			
Student has developed study methods in line with the accommodations	0	4.15	3.93			
Student has developed communication and interpersonal skills in articulating limitations and needs in academics	0	3.97	4.01			
Student has a sense of personal responsibility for maintaining accommodation documentation and appointments	0	3.97	3.97			

Based on the reported results, are there positive indications for the program, and if so, what are they?
Students were overall successful. All target goals of 3.5 were met. Students show strong abilities in identifying resources to support learning (96% often to always can) and identifying documentation needed (92%).

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 developing study skills. These areas had the most deficiencies. 11% of students seldom or never can develop study methods and 8% of students do not show personal responsibility for maintaining accommodations.

Comments/Recommendations for success or improvement:
Perhaps work with the library services to make a personal connection between the student needing study skill help and the tutor for the specific classes they will be taking. [introduction conversation at the beginning of the semester to build a relationship.]
What interventions or changes from the previous year were applied, and what were the results?

Intervention/Change	Effect/Results
Example: *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.*
Exploring adding "study skills" tab on blackboard for all students	Due to covid, exploration needs to continue
Asking specific question at the meeting with the student for accommodations about how	The goal was to Raise from 3.97 to 4.1. While this was not met, there was an increase of 0.4 as a start to the goal.

well they feel they are communicating teachers in the classroom (any issues)	

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 Measurable Goal
Example: *#. 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.*
Explore adding a chatbot with "who to go to for…"	Explore where and how a chatbot could serve students	Increase to 4.0
Explore software such as AIM	Explore software and/or protocol possibilities that could help assist student accountability	Increase to 4.0

Student Supportive Services Assessment Report

Supportive Service	**Advising Services**
Service Director/Coordinator	Amy Borgert
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

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)

Student Learning Outcome	2019SS	2020FS	2020SS	2021FS	2021SS
# Students completing	64	57	98	53	38
Students identify their ID Number	4.45	5.00	4.60	4.70	4.45
Identify college readiness through placement assessment including multiple measures.	3.35	3.50	3.15	3.10	2.90
Identify the courses required for degree, certificate, and fast track programs including prerequisites.	3.40	3.90	4.00	4.05	3.88
Demonstrate the ability to navigate the Edison State website and MyESCC to locate information	2.28	2.30	2.35	2.23	2.30
Describe the 1 to 2 credit translation for time required in program completion.	0.85	0.60	0.80	0.75	0.90
Identify milestones for degree program.	1.95	2.15	2.40	2.80	3.05
Identify and interact with the program advisor and contact information.	2.30	2.50	1.95	1.70	1.70
Identify how GPA affects academic good standing status and goals.	3.76	4.46	4.36	4.25	4.38
Identify career objectives including transfer considerations.	2.58	3.05	3.13	3.38	3.50

FALL FINDINGS
Based on the reported results, are there positive indications for the service, and if so, what are they?
Overall, the majority of students understand the usages of MyESCC. There are several that believe Blackboard is the hub for all information still. Students show greater understanding of the importance of meeting with their faculty advisors in the first semester of their program, which increased by 8%.

Based on the reported results, are there negative indications for the service, and if so, what are they?
Students still show a strong understanding of the role GPA plays in their education. However, 64% stated it would affect what classes they can take and what degrees they can get, which is incorrect.

Students also still score low on the 1-to-2 credit translation. Most students believe it is 3 hours outside of class. This may be confusion thinking 1 credit is 3 hours a week total, which is true. This may be

SPRING FINDINGS
Based on the reported results, are there positive improvements for the service, and if so, what are they?
Students are improving on knowing where their program maps are located. 21% still state they don't know, however, the number believing its on Blackboard has decreased.

We are also seeing an increase of most areas, to return to the pre-covid numbers. Understanding pre-req continue to remain steady. Accuplacer #s do continue to go down, however, this could be due to the increase in co-req students who do not need developmental work.

Based on the reported results, are there negative indications for the service, and if so, what are they?
While improving, the understanding of the differences between Blackboard and MyESCC is still a bit of a struggle as it pertains to the advisor information. Most students still state Blackboard is where that information lies (45% to 34%).

The time required to complete a course is also still the lowest of student understanding. 34% of students stated they did not know how much time was required. 32% stated 3 hours, which could be a sign the question needs to be rephrased as online courses typically state 3 hours per week is required. This may be an issue of confusion rather than not knowing [as discussed for the fall analysis].

50% of all students also stated that GPA affects what type of degree you can get/classes you can take. This is down from last semester, but still a high number.

Comments/Recommendations for success or improvement:
Change Q6 to: "Susie is enrolled in SOC 121S, which is a 3 credit -16-week course. How many hours per week must she designate to complete the course?" This will also align with the question in the orientation better.

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

Intervention/Change	Effect/Results
Example: *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.*
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 34%
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 30%, this was not met as it remains under 20%

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 Measurable Goal
Advisor Location	Demonstrate to students how to find their advisor information during the 1st advising session	Increase from 3.4 to 5.0
1-2 translation	Review all language in orientation, the student handbook and the assessment quiz to ensure it is consistent	Increase in 2.5

Student Supportive Services Assessment Report

Supportive Service	**Career and Job Services**
Service Director/Coordinator	Morgan Abney
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

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)

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
CAS 1 (Tested Knowledge)						
Student Surveys	80	121	130	130	146	109
Identification of Student ID #	4.85	4.95	5.00	4.60	4.80	4.45
Identify services and tools offered through career and job services.	4.43	3.71	4.04	3.81	4.05	3.69
Identify the process for career decision making.	3.97	3.32	3.33	3.22	3.43	3.05
Develop solutions for barriers to reaching career goals.	3.70	2.93	2.78	2.78	2.83	2.60
Develop awareness of types of careers based on personality and interests.	1.73	0.40	0.95	0.88	0.78	0.75
Identify the locations to conduct a job search for specific careers.	1.65	1.75	2.40	2.43	2.60	2.49
CAS 2, 3, 6: One on One Meetings with Students for Career Services Are the learning outcomes being met? (out of 5 points)						
# Students Assessed		5		7		44
Articulate answers clearly with the career counselor to assist with career decision making.		4		4.5		4.16
Identify barriers to their educational goal and develop mechanisms to remove them		3.2		4.17		4.07

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
Explain what types of careers connect with their interests and personality		3.2		4.2		4.07
Demonstrate the ability to conduct a job search for specific careers.		3.6		4.5		4.05
Create a clear and well documented resume of skills and qualifications.		3.6		4.7		4.02

Program Outcomes					
Value *Use a numeric scale 1-5 and descriptors such as the examples shown here.*	Student Always Can	Student Frequently Can	Student Often Can	Student Seldomly Can	Student Never Can
	5	**4**	**3**	**2**	**1**
1. Articulate answers clearly with the career counselor to assist with career decision making.	11	30	2	1	
2. Identify barriers to their educational goal and develop mechanisms to remove them	10	28	5	1	
3. Explain what types of careers connect with their interests and personality	7	32	4		
4. Demonstrate the ability to conduct a job search for specific careers.	7	32	5		
5. Create a clear and well documented resume of skills and qualifications.	7	32	4	1	

FALL FINDINGS
Based on the reported results, are there positive indications for the service, and if so, what are they?
Overall, scores from Spring 2021 to Fall 2021 rose or remained the same. Students have a better grasp on services offered to students. There was also the largest increase of student understanding of CollegeCentral.com as scores doubled from Fall 2020 to Fall 2021. They are still low but increasing in understanding. It is also noted that overall, student understanding of how to find out about jobs, apprenticeships, and volunteer opportunities has increased.

Based on the reported results, are there negative indications for the service, and if so, what are they?
Some areas, while improving, still see low student understanding. This may be due to the low number of students on the campus to interact with the services, however, shows a lot of room to grow. This includes the career assessment options and who the specialist for Career Services is.

SPRING FINDINGS
Based on the reported results, are there positive improvements for the service, and if so, what are they?
While numbers from fall to spring saw a general decrease in student knowledge, they are overall aligned with the previous year. The job board has slightly increased as well as students being able to identify emails as a way to learn about internships, jobs, and volunteer opportunities.

Students continue to show a strong understanding of the services provided by Career Services with 67% or more able to identify one or more services.

There was an increase of assessed students for one-on-one career service help. While the skill level is down this year compared to 2020-2021's assessment, there are 6 times the number of students being assessed, which may have be a contributing factor. The skill levels are higher this year than in 2019-2020. All skills continue to fall in the target role range.

Based on the reported results, are there negative indications for the service, and if so, what are they?
Knowing who to go to for Career Services continues to decrease (Down 1.0 since Spring 2021). Students still struggle with the different types of career assessments. Both continue to have less than 20% of students able to correctly identify each type.

Rubric findings for students using career services:
There was a significant increase in students using the services to be assessed. The findings show student skills are being demonstrated at the target rate (above 3.5).

Comments/Recommendations for success or improvement:
Suggest creating short video that instructors could post in their courses to explain the different types of assessments, job boards, and introduction of Morgan and Roger in the video).

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

Intervention/Change	Effect/Results
Example: *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.*
Emails about Career Services including links and info about CollegeCentral.com	While the goal of 1.5 was not met, there was not a decrease spring to spring.
Services offered: began to use blackboard as a resource for sending career info to students; include new link to career services in blackboard campus resources.	The goal to raise each to 8.5 was not met. 2 met this range in the fall, 1 in the spring. Numbers are remaining stable in the 70-80% of students identifying services.

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 Measurable Goal
Example: *#. 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.*
Career Assessments	Review that these are discussed at the initial advising session Change to combine questions to look at if they know we have assessments and where to find them	Increase to 2.0
CollegeCentral	Change the question to focus on the website's opportunities rather than what the website is	Increase to 2.0

Student Supportive Services Assessment Report

Supportive Service	**Financial Aid Services**
Service Leader	Chris Cummings
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

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)

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# Students Completing	46	102	190	56	202	134
Student Id # known	5.00	4.70	4.75	4.75	4.75	4.55
Identify different forms of student financial aid.	2.86	2.56	3.12	2.36	3.01	2.95
Identify due dates and documentation required for financial aid.	1.56	1.96	2.10	2.16	2.11	2.08
Complete the FAFSA application to apply for aid. (CCP excluded from average)	3.50	4.27	4.42	4.10	4.44	4.18
Identify academic requirements eligibility for federal aid.	1.28	1.23	1.44	1.25	1.57	1.48

FALL FINDINGS
Based on the reported results, are there positive indications for the service, and if so, what are they?
Students did show some improvement from Spring 2021 to Fall 2021. Students show improvement in the understanding of what FAFSA is all used for e.g. aid and bookstore. Their understanding of the Academic Standards eligibility also increased. When filtering out students who did not apply for aid or were CCP, these numbers increased. 55% of students understood they must maintain a 2.0 GPA, 38% of students understood they must pass 67% of their attempted courses, and 20% understood they couldn't exceed the 150% hours.

Students also show a better understanding of the types of aid the FAFSA is required for. When removing CCP and non-FAFSA applicants, this number increases. 86% identified the requirement to be eligible for grants and 78% for loans. For students that did not apply for aid, 68% understood its requirement for grants and 62% for loans, but notably, 50% also recognized the requirement to be eligible for scholarships, which is higher than aid applicants.

Students also showed a better understanding of the Pell Grant requirements. While overall 34% of students correctly stated they did not need to be full time, when filtering out students who were CCP or didn't apply, that number increases to 38%

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

Student understanding of repayment for dropping out of school prior to the 60% marker did drop. However, it is to be noted that when filtering out students who said they did not apply for aid or are CCP, therefore, not needing aid, had a higher response with 52% correctly stating it does have to be paid back.

The understanding of part time/full time requirements for loans did increase overall from the previous semester. However, when filtering out students who did not apply for aid, only 26% understood the requirement of 6 credits for a loan.

The area that still needs more work is the understanding of what makes you independent from parents for tax information on the FAFSA. 58% of students believed living on their own qualified them as independent. When filtering out CCP and students who did not apply for FAFSA, this number 63% of the students.

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 a climb in the ability of students to correctly state what the FAFSA is and how it connects to loans and grants. When only looking at students that applied for financial aid, their understanding is high for what the FAFSA is used for and what they can buy with their aid. While still low, the student knowledge of the applications of FAFSA to scholarships is increasing. We also continue to see a rise in student understanding of credit load requirements for PELL and loans as well as circumstances that render a student as independent from parental income while under 24 years old.

Interestingly, students who reported they do not apply for aid have a higher understanding of the academic standards to maintain financial aid than students who applied.

For those all non-CCP students, it is notable that the number believing being 18 makes them independent from parents for FAFSA has decreased. More students are correctly identifying 24 (or stating they don't know).

Based on the reported results, are there negative indications (Fall to Spring) for the service, and if so, what are they?
There continues to be a significant amount of students who believe living on your own qualifies them as independent for FAFSA. Also, while increasing, the number how know that FAFSA needs to be completed for loans continues to be low compared to grants and loans, especially among those who do not typically apply for aid.

Comments/Recommendations for success or improvement:
Create a "do you know" pdf that covers important information about financial aid to be added to Orientation

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

Intervention/Change	Effect/Results
FAFSA needs for aid: Created new support services tab in blackboard	Improvement is seen. Goal met for 2 of three areas, increase in unmet area
Identify academic requirements eligibility for federal aid: Created new support services tab in blackboard	Unmet – Increased across all three areas, met for GPA requirement
Financial aid usage at bookstores: Created new support services tab in blackboard	Met for all areas except school merchandise

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?

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
Non-Applicants: All outcomes	Send all students who do not file for the FAFSA filing reminders of why to apply	Increase to 4.5 for all
Applicants: Academic Standard Requirements	Explore adding the SAP status in MyESCC	Increase to 4.5 for all

Student Supportive Services Assessment Report

Supportive Service	**Health and Wellness Services**
Service Director/Coordinator	Darlene Francis
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

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	215	134
Student ID # known	4.00	4.65	4.70	4.70	4.95	4.35
Identify community resources to assist with barriers to academics.	2.56	0.89	1.83	1.53	1.72	1.78
Identify activities provided on campus for maintaining health and wellness.	2.25	1.33	1.56	1.44	1.58	1.74
Identify the connection between health and academics.	3.85	2.15	3.00	3.15	3.20	3.40
Identify health literacy practices.	0.85	0.15	1.20	0.35	0.40	0.65
Identify resources available through health and wellness services.	1.63	1.68	1.73	1.45	1.48	1.85
Develop awareness concerning physical, mental, and emotional health.	1.98	0.77	1.70	1.22	1.27	1.45
Develop a sense of health and wellness	2.45	1.95	1.95	1.85	2.20	2.38
Evaluations (Events)						
I am more aware of important aspects of physical, mental, and emotional health.		4.3		N/A		N/A
I understand more about of health and wellness		4.1		N/A		N/A
I can see the connection between health and academics.		4.75		N/A		N/A

FALL FINDINGS
Based on the reported results, are there positive indications for the service, and if so, what are they?
Overall, from Spring 2021 to Fall 2021, the student knowledge increased or remained the same. The largest increase was the understanding of what the Charger Stations are. The number of students who correctly identified them as Food Pantries doubled compared to Spring 2021. Many answers that remained the same are possibly due to COVID still reducing the number of students on campus and lack of offerings. There continues to be an increase in the student's understanding of where to learn about upcoming events as well.

Based on the reported results, are there negative indications for the service, and if so, what are they?
The student knowledge of the Student Health 101 magazine is still low with less than 8% still unable to identify what it is. It remains the lowest area for student knowledge.

SPRING FINDINGS
Based on the reported results, are there positive improvements (Fall to Spring) for the service, and if so, what are they?
Knowledge about the mental health and basic needs support continues to rise. Students are showing more understanding of the resources being made available and the contact person for the campus. Knowledge of the mental health and food pantries are at a 3 year high (highest since assessment began).

Understanding where to find out about upcoming events through emails is also on the rise increasing 3% since the fall 2021, 11% since Spring 2021 and 23% since Spring 2020.

Many other areas are leveling out back to pre-Covid numbers, which is an increase due to the number of students still online.

Based on the reported results, are there negative indications (Fall to Spring) for the service, and if so, what are they?
While improving, many areas still show low numbers.

EVENTS ON CAMPUS BY HEALTH AND WELLNESS
None this year due to COVID
Comments/Recommendations for success or improvement:

It is recommended to continue to work on the same action plan items from 21-22 to continue to rise those specific areas. Consider adding in information about the health and wellness services to the Charlie the Charger email occasionally and adding them to the school calendar as needed.

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

Intervention/Change	Effect/Results

Example: *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.*
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	The goal of 5.0 was not met, however, there was a 10% increase from Spring to Spring to a final number of 4.1
Campus Well (Student Health 101): Add blurb to syllabi and blackboard campus services section	While the goal of 5.0 was not met, student knowledge increased significantly; 6% from Spring 2021 to Spring 2022 and 10% since Spring 2020
Services offered to students - Health Information: Add blurb to syllabi and blackboard campus services section	Completed; no real change in outcomes of student knowledge.

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 Measurable Goal
Example: *#. Use good interpersonal skills and interact in a team environ-ment 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.*
Charger Stations	Increase communications and education about the pantries - Explore creating a video that introduces students, adjuncts, and faculty to all services including Charger Stations	Increase 5.0
Events advertising	Explore using the website calendar to include events	Increase to 2.0

Student Supportive Services Assessment Report

Supportive Service	**IT Services**
Service Director/Coordinator	Jessica Edwards
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

CAS Standards Alignment
CAS 1: Knowledge acquisition, construction, integration, and application
CAS 6: Practical competence

1. 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	49	98
Student ID # known	2.80	0	4.75	4.60	4.60	4.60
Identify the types of technology used on campus.	4.78	0.00	4.10	3.83	4.05	4.05
Identify the process of using the Papercut copiers.	4.78	0.00	1.10	1.05	1.90	1.25
Identify the steps to changing passwords.	3.40	0.00	1.00	3.45	3.15	3.10
Demonstrate the ability to navigate Blackboard and Email.	4.53	0.00	3.62	3.63	3.55	3.51

FALL FINDINGS
Based on the reported results, are there positive indications for the service, and if so, what are they?
Students are showing a great understanding of navigation of Blackboard and the website to find resources and specific tasks. The majority of students understand the differences between Blackboard Collaborate, Respondus Lockdown Browser, MyESCC, and Discussion Boards.

While the number that know they must go to their instructors first, not IT for course blackboard help, grew, what is most notable is that the Deans office and student services are no longer where students believe they need to go. Most still believe IT is the first stop, which is something to work on, but over 94% now only point to IT or the instructor.

Student understanding of the printing services has also significantly increased. While the numbers are low, this may still be due to the low number of on campus offerings due to COVID.

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

While the increase showed improvement in who the first contact is, this is still a negative indication due to so many still believing IT is the first contact point. This is not a service failure, but perhaps more a support to the service and faculty training issue.

SPRING FINDINGS
Based on the reported results, are there positive improvements (fall to spring) for the service, and if so, what are they?
Students continue to have a high understanding of Blackboard and its components. Most component questions are still obtaining a 90% or higher correct answer from students.

Based on the reported results, are there negative indications (fall to spring) for the service, and if so, what are they?
Students still do not know who to contact for blackboard help. While most state the help desk, 9% also state calling student affairs. This continues to be an issue as IT cannot alter an instructors course.

Students also still struggle with Papercut questions. It should be noted that the courses this semester analyzed only had 19% of students on campus

Comments/Recommendations for success or improvement:
Having a FAQ or guideline for what issues students must contact their instructors for and when to contact the helpdesk would be a good resource for both instructors and students.

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

Intervention/Change	Effect/Results
Example: *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.*
Identify what the color printer code 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	The goal of 3.0 was met in the Fall 2021, however dropped down to 2.2 in Spring. It is noted that fall courses assessed had more students on campus complete them than the spring.
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	This goal of reaching 3.0 was not met. The number continues to fall for student understanding of who to contact. Re-evaluate for the 22-23 action plan.

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 Measurable Goal
Example: *#. 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.*
Technology Help	Guide created to help faculty, students, and staff on who to contact for different issues; Guide of what to check when contacted about issues for faculty	3.5

Student Supportive Services Assessment Report

Supportive Service	**Library Services**
Service Director	Lisa Hoops
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

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	177	45
Student ID # Known	4.80	4.75	4.60	4.20	4.70	4.70
Number to access library database off campus	3.35	3.00	3.15	3.50	3.60	3.83
Identify location of the collections and resources in the library and online.	4.15	3.50	2.13	2.98	2.70	3.45
Conduct research of the library's resources including book collections and online resources	3.15	3.38	2.23	2.15	2.50	2.43
Analyze resources for their accuracy, bias, and relevancy.	3.70	2.25	2.90	3.50	3.20	3.45
Identify the bibliographical information for sources to provide proper citing of a source.	4.50	4.25	3.60	4.30	4.50	4.90

Based on the reported results, are there positive indications for the service, and if so, what are they?
Student understanding of several areas saw improvement. Students improved in the understanding of the searching capabilities for articles and the citation retrieval abilities. Only 6.7% of students could not name at least one common way to limit a search in a database.

While the OHIOLINK answers decreased, one highly notable change is the number of students who chose an incorrect answer. In the past, student selection of schools outside of OHIOLINK rated up to 25% of the students. While 45% selected I don't know, answers for incorrect schools decreased to less than 5% each.

Based on the reported results, are there negative indications for the service, and if so, what are they?
Student understanding of peer reviewed article quality dropped from Spring 2021 to Fall 2021 but is still an improvement from Fall 2020. Those choosing "I don't know" is about 25% of all students.

Specialized discipline databases are still the lowest scoring area, however, up from Spring 2021.

SPRING FINDINGS
Based on the reported results, are there positive improvements (fall to spring) for the service, and if so, what are they?
All areas saw student knowledge increase from fall to spring except for the question about specialized discipline databases. These categories are also higher than the pre-Covid numbers from Fall 2020. The numbers had dropped during Covid but began their reclimb during Covid. It can be assumed that the delivery of online instruction by librarians and instructors on how to use the resources was successful this last year.

Based on the reported results, are there negative indications (fall to spring) for the service, and if so, what are they?
The only area of decrease is the specialized databases. This could be due the example, [which is the same as in the orientation] not being used as much by students. It is notable that students most heavily identified the Academic Search, which is the main database instructors suggest students use.

Comments/Recommendations for success or improvement:
Consider revamping the special database question to match an action plan agenda.

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

Intervention/Change	Effect/Results
Example: *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.*
Ohiolink Information: Worked with Jessica E/Jordan K. to ensure what is in the online orientation is up-to-date and has all materials needed	While the goal of 6.0 was not met, the student knowledge showed a maintaining level since prior to COVID; less students are marking incorrect institutions though (marking I don't know instead}
Student Barcode number: Redo the old blurb for syllabi with up-to-date information	Student knowledge increased by 14% coming just shy of the 70% goal. (7.0)

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 Measurable Goal
Example: *#. 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.*
Conducting Research: Special Databases	Change the question for Psychology's database from Academic Search to Controversies and re-examine	Increase to 3.0

Supportive Service	**Records and Registration Services**
Service Director/Coordinator	Amber Hare
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives of Area

1. .

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 10 points)

Questions	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# Students completing	57	100	7	50	47	85
Students who knew their student ID #	4.75	4.70	5.00	4.90	4.55	4.60
Identify the various forms related to records and registration.	4.63	4.10	4.08	4.10	4.33	4.33
Identify the differences and uses of official and unofficial transcripts.	3.40	2.45	3.13	2.78	2.96	3.09
Identify the different methods of registration.	3.54	3.38	4.54	3.90	3.93	4.34
Identify the differences between add, drop, and withdraw and how it affects the academic record	3.57	3.05	2.41	3.02	2.98	3.33

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

Students show some good grasps of registration protocols. Their understanding of how to register continues to be high. The only exception is the emailing of registration, which is lower. Also, a negative indication is the number of students who stated calling the school is an acceptable method of registration (over the phone). Another notable finding is the increase of student understanding of the effect dropping a course my have with financial aid, which increased 13%. The understanding of dropping a course within the refund period shows good standing, but still has room for improvement.

Student understanding of the difference between unofficial and official transcripts continue to grow

Based on the reported results, are there negative indications for the service, and if so, what are they?
An area that still shows struggles is the student understanding of the effect of dropping on their academic standing. While they understand it may affect their financial aid, their understanding of a W isn't strong with few knowing a W does not affect their GPA. More importantly, 45% of the students believed it would affect the GPA negatively.

Students also do not have a good grasp of payment dates. 51% of students do not know when payments are due.

The number of students selecting "I don't know" decreased for select all that apply questions, showing more students are able to correctly identify at least one option.

SPRING FINDINGS
Based on the reported results, are there positive improvements (fall to spring) for the service, and if so, what are they?
All areas of student knowledge demonstrated an increase of understanding policies, procedures, and forms with exception to dropping a course possibly affecting financial aid, which decreased by only 1%. Methods to self-register for courses as well as effects for dropping courses prior to the refund deadline significantly improved. (by 7-25%)

Based on the reported results, are there negative indications (fall to spring) for the service, and if so, what are they?
Students still overall think that dropping a course will affect their GPA. While this is improving, 54% of students still believe that dropping a course will negatively affect their GPA after the refund date (compared to only 2% that believe it will before the refund date). This is an increase in the wrong answer by 9%.

70% of students still falsely believe they can call and register over the phone for a class.

Comments/Recommendations for success or improvement:
Add a short 2–3-minute video to be added to orientation explaining basics about adding and dropping courses.

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

Intervention/Change	Effect/Results
Example: *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.*
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.	Rose from 1.4 to 1.8. Making headway, but did not meet the 2.0 goal
What Official Transcripts are required for: Intervention: Work with Enrollment Manager- to	Not yet completed – will continue for 2022-2023

add information about transcripts onto the New Student Orientation.	
All: Review the results and consult with the Registrar's Office – emailing out information from the registrar based on deadlines	Completed, saw an increase across the board.

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 Measurable Goal
Example: *#. 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.*
Affects of dropping and withdrawing	Increase communication about the difference between dropping and withdrawing and the effects on their academic standing	Increase to 4.0

Student Supportive Services Assessment Report

Supportive Service	**Tutoring Services**
Service Director/Coordinator	Lisa Hoops/Leah Baumhauer
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

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

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

Questions	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS
# Students completing	91	14	131	87	97	82
Student ID known	4.80	4.60	4.80	4.95	4.75	4.90
Usage of the Tutoring Center's resources	1.80	0.35	1.15	1.15	1.45	1.60
Identify the types of tutoring service modalities offered	3.55	2.83	1.90	1.88	2.53	2.23
Identify the services available through the Tutoring Center	3.53	1.91	3.21	2.30	2.48	2.83
One-on-One Tutoring						
# of Students						
Demonstrate the ability to effectively communicate ideas and questions.	N/A	N/A	N/A	N/A	N/A	N/A
Demonstrate the ability to work in groups.	N/A	N/A	N/A	N/A	N/A	N/A
Demonstrate an increased understanding of the learning process.	N/A	N/A	N/A	N/A	N/A	N/A
Demonstrate ethical decision making.	N/A	N/A	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?
Results show a 6% increase in the usage of the Tutoring Center's services by students with 12% stating they've used the center three or more times. This is the highest number since the onset of COVID. In addition, 53% of students stated they understood they could just walk in (or log in) for help at the Tutoring Center. This too is the highest number since the onset of COVID. Student understanding of where to find the Tutoring Center at the Piqua Campus is also at a high since the onset of COVID.

However, when looking at only students who have never used the Tutoring Center, most do not know where to find them. Only 34% correctly identified the Library. They overall do know the services offered with 64% able to identify all services and only 20% not able to identify at least one.

Based on the reported results, are there negative indications for the service, and if
One question changed beginning in 2021FS to ensure student understanding was the services offered by eTutoring. Rather than identifying what services were offered, it was changed to which is not offered hoping to address the high numbers of "I don't knows" in the past. This did not change with the question reformatting. 57% of students stated they didn't know what services were offered by eTutoring. Of the remaining students, 28% stated a service that is actually done by eTutoring. Only 15% of student correctly identified live paper reviewing. To correlate with this, 50% of students did not know how many times you could submit papers on eTutoring, only 5% knew the correct answer.

Findings from students who have never used the tutoring center showed that only 17% new they don't need an appointment to get help; 83% do not have a good grasp of the services offered by eTutoring; and only 34% correctly identified where the Tutoring Center is located.

<u>**SPRING FINDINGS**</u>
Based on the reported results, are there positive improvements (Fall to Spring) for the service, and if so, what are they?
The number of students who use the Tutoring Center continues to increase with 11% stating they have used it 3 or more times, up 4% from the previous spring.

Numbers are remaining steady and will hopefully increase as more students return to campus.

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 believing they need an appointment to work with a tutor continues to increase.

Comments/Recommendations for success or improvement:
Reconstruct a few questions based on changes made for all campuses (location question) or make it clearer they are talking about the Piqua campus. (for example, You can receive tutoring services in the Gould Learning center at the Eaton Campus... [list for all regionals], where do you go for the Piqua Tutoring Center?

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

Intervention/Change	Effect/Results
Example: *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.*

Tutoring Information/Services: Worked with Jessica E. to add a link to the Tutoring Center on the blackboard template	Completed – saw an increase of usage of the tutoring center/services; the goal was to raise the types of services from 3.4 to 5.0. Rose 14% to a 4.8.
Location: Redo the old blurb for syllabi with up-to-date information	Completed – They have not been ran in most syllabi yet, will be conducted in the Fall. Goal of 6.0 was not met, numbers decreased assumed due to lack of students on campus due to COVID

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 Measurable Goal
Example: *#. 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.*
Campus Location	Alter question to include all campuses and ensure it aligns with orientation	Increase to 4.0

Student Supportive Services Assessment Report

Supportive Service	**Veterans Services**
Service Director/Coordinator	Joseph Ratermann
Academic Year:	2021-2022
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

Program Outcomes					
Value *Use a numeric scale 1-5 and descriptors such as the* **examples** *shown here.*	Student Always Can	Student Frequently Can	Student Often Can	Student Seldomly Can	Student Never Can
	5	**4**	**3**	**2**	**1**
Student demonstrates an understanding of the different types of Veteran benefits	17	12	15	9	
Student can identify the documentation required to access Veteran benefits	19	9	14	11	
Student can identify the resources available to assist in the transition to student life	20	9	17	6	1
Student uses critical thinking when interacting with veterans of different diversities and experiences.	20	12	13	7	1

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	63			
Student demonstrates an understanding of the different types of Veteran benefits	4.5	3.69	3.7			
Student can identify the documentation required to access Veteran benefits	4	3.69	3.68			
Student can identify the resources available to assist in the transition to student life	3.50	3.69	3.77			
Student uses critical thinking when interacting with veterans of different diversities and experiences.	4.5	3.69	3.81			

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?
There were great strides this year. The ability to identify documentation required remains the lowest skills of the vets. This is an area improvement can be made.

Comments/Recommendations for success or improvement:
With the new coordinator, leaps have been made with Vets. It is recommended to continue the work being conducted to focus on building these skills.

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

Intervention/Change	Effect/Results
Example: *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.*
#3 Identify the resources available to assist in the transition to student life.: Sent emails and use ADVISE communications to connect students with resources	This goal of 3.75 was met. Rose from 3.69 to 3.77
#4 Use critical thinking when interacting with veterans of different diversities and experiences: Ask all Vets during advising meetings: ""did any conversations in	While the goal of 4.0 was not met, it did rise from 3.69 to 3.81

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.	

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 Measurable Goal
Example: *#. 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.*
All outcome	Continue what is being done and further assess next year	

Appendix: Supportive Service Quizzes and Rubrics
Accessibility and Disability Support Services Assessment Rubric

Disabilities Services Rubric

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#

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

Advising Assessment Quiz

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 of 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 and Job Services Assessment Quiz and Rubric

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. 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 managed through Job and Career Services? (Select all that apply)

- ☐ Edison State 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

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. 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.	○	○	○	○	○
Identify barriers to their educational goal and develop mechanisms to remove them	○	○	○	○	○
Explain what types of careers connect with their interests and personality	○	○	○	○	○
Demonstrate the ability to conduct a job search for specific careers.	○	○	○	○	○
Create a clear and well documented resume of skills and qualifications.	○	○	○	○	○

Financial Aid 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. 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. At what age to you no longer need your parents' tax information when filing your FAFSA?

○ 18

○ 20

○ 22

○ 24

○ I don't know

* 5. Which of these social situations will result in FAFSA recognizing a student as independent from their parents and no longer require parental tax information? (Select all that apply)

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

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

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

* 7. 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

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

- ( ) Yes
- ( ) No
- ( ) I don't know

* 9. 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

* 10. 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

* 11. 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

Health and Wellness Service Quiz

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 Food Pantry and place to get a snack

○ 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. Jessica Chambers is the contact point for help with basic needs. Where can you find her on campus?

○ Student Affairs

○ Academic Dean's Office

○ Information Center

○ I don't know

IT Services Quiz

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 Quiz

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. 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

Records and Registration Services Quiz

Records and Registration Services Assessment

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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 apply)

☐ 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 apply)

☐ 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 Services Quiz

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. OhioLINK eTutoring offers the following services:

○ 24/7 writing submissions

○ Live math tutoring

○ All of the above

○ None of the above

○ I don't know

* 7. Edison State offers two types of online tutoring?

○ Yes

○ No

○ I don't know

* 8. You must use you Edison State email address to create an OhioLINK eTutoring account:

○ Yes

○ No

○ I don't know

Veterans Services Rubric

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1. Student ID#

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