



Edison State Community College 2022-2023 Assessment Report

Co-Curricular Education

Report Compiled by Dr. Amanda Bylczyński, Dean of Accreditation and Academic Effectiveness

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Co-Curricular 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 ethical 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	

Co-Curricular Assessment Reports

Co-Curricular Education Assessment Report

Supportive Service	Athletics
Service Director/Coordinator	Justin McCulla
Academic Year:	2022-2023
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

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

CAS Standards Alignment

CAS 3: Intrapersonal Development

CAS 4: Interpersonal Competence

CAS 6: Practical Competence

(FALL/SPRING)

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

Questions	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i># of Students</i>	38	45	38			
Demonstrates professionalism by being on time or early to meetings	4.48	4.56	4.62			
Works well with teammates	4.48	4.51	4.59			
Offers suggestions to improve teamwork and cooperation	3.88	4.09	4.30			
Is willing to lead the team in activities during practices and/or games	3.79	4.09	4.11			
Maintains a healthy workout and diet plan	4.18	4.51	4.35			
Demonstrates the ability to make ethical decisions and weighs the implication of their decision	4.28	4.41	4.38			
Overall Average	4.18	4.36	4.40			

Overall Averages for each Learning Objective by Sport

Demonstrates professionalism by being on time or early to meetings	
Baseball	4.700
Men's Basketball	4.571
Softball	4.800
Volleyball	4.571
Women's Basketball	4.500
Grand Total	4.622

Works well with teammates	
Baseball	4.500
Men's Basketball	4.571
Softball	4.600
Volleyball	4.857
Women's Basketball	4.625
Grand Total	4.622

Offers suggestions to improve teamwork and cooperation	
Baseball	4.300
Men's Basketball	4.714
Softball	4.600
Volleyball	3.714
Women's Basketball	4.250
Grand Total	4.297

Is willing to lead the team in activities during practices and/or games	
Baseball	4.700
Men's Basketball	4.143
Softball	4.200
Volleyball	3.571
Women's Basketball	3.750
Grand Total	4.108

Maintains a healthy workout and diet plan	
Baseball	4.600
Men's Basketball	4.286
Softball	4.800
Volleyball	3.714
Women's Basketball	4.375
Grand Total	4.351

Demonstrates the ability to make ethical decisions and weighs the implication of their decision	
Baseball	4.600

Men's Basketball	4.143
Softball	4.400
Volleyball	4.714
Women's Basketball	4.000
Grand Total	4.378

Overall Averages by Sport	2021-2022	2022-2023
Softball	4.30	4.57
Volleyball	4.71	4.20
Baseball	4.33	4.57
W. Basketball	4.74	4.25
M. Basketball	3.63	4.41

Overall Average by Skill Level

Skill	2022-2023 Score
Intrapersonal Competence	4.62
Interpersonal Competence	4.33
Practical Competence	4.36

Overall Scores by Race/Ethnicity

	Average of Overall Score
Black or African American	4.367
Multiracial	2.667
Non-Res	4.667
White	4.435
Grand Total	4.396

Overall Scores by Classification

	Average of Overall Score
1st Year Student	4.026
2nd Year Student	4.597
Grand Total	4.396

Overall Scores by Gender

Row Labels	Average of Overall Score
Female	4.308
Male	4.500
Grand Total	4.396

FINDINGS

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

Overall scores show a positive growth in all areas, which remain well above the target area. We also see great growth from 1st to 2nd year students. There was no racial gap overall that was noticeable (multiracial was lower due to only 1 student having this classification) or real gender gap. This shows a strong approach to maintaining learning across the board.

Based on the reported results, what are the areas that can be identified as improvement needed?

Women’s basketball and volleyball overall saw a little decrease in their scores; however, they are still within a positive range. Leadership skills remain among the lowest of all scores. This is an area that is recommended to be improved next year.

1. 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>
Implemented the Team Building exercise completed in women’s basketball to men’s basketball	Teamwork scores increased in both categories

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
Leadership of the students on the team	*An activity will be done at the Athletic Day to help build leadership skills	Rise to 4.25
Improve teamwork and collaboration	*Explore the creation of an Athletic Advisory Committee to provide more of a student voice	Rise to 4.45

Co-Curricular Education Assessment Report

Supportive Service	Student Orientation
Service Director/Coordinator	Jordan Keith, Enrollment Manager
Academic Year:	2022-2023
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

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

CAS Standards Alignment

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

CAS 3: Intrapersonal Development

CAS 6: Practical Competence

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

Learning Objective	2020-2021	2021-2022	2022-2023	2023-2024
Identify what support services and their purposes are offered on campus	8.00	7.70	8.00	
Demonstrate the ability to locate offices and on campus	7.80	6.50	7.30	
Identify the different student organization and clubs offered on campus.	6.60	4.50	5.70	
Identify academic progress information in MyESCC	7.15	6.75	7.00	
Identify academic expectations of college students	8.45	8.45	8.50	
Demonstrate the ability to promote self-awareness and accountability of college responsibilities	9.03	8.93	9.18	

Questions	Learning Objective	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Online Orientation Quiz							
Number of Students Completing	N/A	2,182	895	709			
Identify services offered by Student Affairs	1	7.8	6.8	7.2			
How to reset one's own password	6	8.9	9.6	9.8			
How to order transcripts	1	8.2	8.6	8.8			
Required email for official communications	6	9.5	9.8	9.8			
Location of Student Affairs offices	2	7.8	6.5	7.3			
Requirements for Bookstore rentals	6	9.4	8.8	9.2			
Student Organizations on Campus	3	6.6	4.5	5.7			
Course Planning Location	4	8.1	7.3	7.9			
How to figure out GPA	6	8.3	7.5	7.9			
Career Pathway Identification	4	6.2	6.2	6.1			
Time Management							
# Students Completing Training	N/A	723	1,032	854			
- Tips on Time Management	5	8.3	8.3	8.6			
- Planning Success	5	8.6	8.6	8.4			

Students must score a specific percentage on their quizzes. These scores are based on the averages of all attempts of the students.

FINDINGS

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

Students are showing a stronger understanding of what is expected of them and accountability requirements. Both of these areas saw a strong increase this year. This is evident by the student increase of their tips on time management and how to complete tasks on their own, such as password resetting. They also continue to show strong understanding on the requirements of email usage.

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

Students still struggle with understanding of services offered. This includes what the different support services are and what clubs are available for them. These clubs help build relationships with the school, so this is something to work on.

AY2021 Action Plan

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
Identify Services and Purpose	Add introduction to the new ASSIST tab and Student Resource folder in Blackboard/Blackboard Courses	Raise from 6.8 to 8.0

Updates	<p>Add in new information about basic needs help and update old material on the page.</p> <ul style="list-style-type: none"> -Update Disabilities Services section to new name -Add in link to Registration and Records Page (discuss forms) -Work to ensure all language is consistent with website 	See increase on supportive service assessment quizzes

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

Intervention/Change	Effect/Results
<i>Example: Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
<ul style="list-style-type: none"> -Updated Disabilities Services section to new name -Worked to ensure all language is consistent with website 	While the target goal was not met, the scores rose in all areas (SLO 1, 2, 4, 6) applicable
Assist was completed and added to all blackboards	While the target was not met, the scores increased

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

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
All Outcomes	<p>Simplify orientation to be more new student friendly</p> <ul style="list-style-type: none"> - Create Orientation Team 	Maintain current scores for future comparison
All Outcomes	Create more efficient way to track data and completion	Maintain current scores for future comparison

Co-Curricular Education Assessment Report

Supportive Service	Student Clubs and Organizations
Service Director/Coordinator	Dr. Jessica Chambers
Academic Year:	2022-2023
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

1. Demonstrates the ability to connect club activities and information to career goals and interests
2. Demonstrates the ability to connect the program to the academic pathway and success.
3. Demonstrates the ability to self-evaluate and apply ethical decision making
4. Demonstrates the ability to lead, interact, and inspire as a member of a group.
5. Demonstrates awareness of the impact diversity in society
6. Demonstrates the ability to effectively communicate ideas

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 4: Interpersonal Competence

CAS 5: Humanitarianism and Civic Engagement

CAS 6: Practical competence

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

Questions	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
# Students Assessed	4	25	37			
Demonstrates the ability to connect club activities and information to career goals and interests	5.0	4.22	4.19			
Demonstrates the ability to connect the program to the academic pathway and success.	5.0	4.11	4.07			
Demonstrates the ability to self-evaluate and apply ethical decision making	5.0	4.22	4.07			
Demonstrates the ability to lead, interact, and inspire as a member of a group.	4.0	3.89	3.78			
Demonstrates awareness of the impact diversity in society	4.25	4.33	4.04			
Demonstrates the ability to effectively communicate ideas	4.0	4.11	4.19			
Overall Scores			4.06			

Student Club or Organization	Average of Overall
Accounting Club	4.083
Charger Music Society	4.944
Creative Writing Club	3.389
Cru	4.250
National Society for Leadership and Success	3.000
Phi Theta Kappa	4.000
Stage Players	4.722
Student Senate	4.833
Xtreme Bots	3.444
Grand Total	4.056

Overall Score for Skill Levels

Knowledge acquisition, construction, integration, and application	4.19
Cognitive complexity	4.08
Intrapersonal development	4.08
Interpersonal Competence	3.78
Humanitarianism and Civic Engagement	4.04
Practical competence	4.19

Demographics

Overall Scores by Classification

Classification	Average of Overall
1st Year Student	3.367
2nd Year Student	4.212
Grand Total	4.056

Overall Scores by Age Cohort

	Average of Overall
Adult 25+ Student	4.030
High School Student	3.833
Traditional Student	4.107
Grand Total	4.056

Overall Scores by Race/Ethnicity

Row Labels	Average of Overall
American/Alaska Native	2.500
Multiracial	4.833
Non-Res	4.333
White	4.076
Grand Total	4.056

Overall Scores by Veteran Status

	Average of Overall
Non-Veteran	4.080
Veteran	3.750
Grand Total	4.056

Overall Scores by Pell Eligibility

	Average of Overall
Did Not Apply	4.667
No	4.056
Yes	3.821
Grand Total	4.056

Overall Scores by Program

Row Labels	Average of Overall
Accounting AAB	4.500
Accounting AAB: 25+ Fast Track	3.667
Associate of Arts Degree	4.306
Associate of Science - Pre-Nursing	3.417
Associate of Science Degree	4.917
Business Management AAB Human Resource Management Option	5.000
Business Management General Business Certificate	3.000
College Credit Plus	3.167
Computer Information Systems AAB: Cybersecurity	5.000
Electronics Engineering Tech AAS - Automation and Robotics	3.000
Electronics Engineering Technology AAS, Electro-Mechanical	3.667
Mechanical Engineering Tech AAS Mechanical Design	3.500
Mechanical Transfer AAS	4.333
Medical Laboratory Technician AAS	3.000
Nursing AAS Registered	4.333
Physical Therapist Assistant AAS Degree	4.083
Undeclared	4.667
Grand Total	4.056

FINDINGS ANALYSIS

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

We are seeing significant growth as students' progress through their degrees as 2nd year students are scoring significantly higher than 1st year students. There is no significant sign of equity gaps within the student clubs. This is the first year for many of the clubs to complete assessments, therefore, we are not assessing their individual scores at this point. Overall skill scores are showing strong findings.

Based on the reported results, what are the areas that could be improved?

As the first year for many of the clubs to complete their assessments, all areas need to be communicated to ensure club advisors understand the learning objectives and have measurable activities that will help students build the skills.

Comments/Recommendations for success or improvement:

There are numerous leadership building activities available on the internet. A suggestion may be to have clubs use one, such as [LeapSkills](#), during a meeting to help build communication and leadership abilities. For Career oriented groups, it may be helpful to have students complete the DISC Personality Model quiz and discuss how that can be used to build their leadership abilities.

5. 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>
Ability to lead and inspire: Provided optional training through SOCHE	Made optional as the clubs are just coming back. Did not meet the target, however, did not see much change.
Communicate effectively – Did not implement as there was a role change during the year that prevented this from being done	Will move to next year.

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

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
Communicate effectively	• Provide training through Safe Colleges to promote communication skills	Improve to 4.25
Connection to Academic Path	• Explore service learning or volunteer opportunities that connect to the club and academic pathway	Improve to 4.25

Co-Curricular Education Assessment Report

Supportive Service	Work Experience
Service Director/Coordinator	Elizabeth DuBois
Academic Year:	2022-2023
Reviewer	Dr. Amanda Bylczynski

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 4: Interpersonal Competence

CAS 6: Practical competence

Student Learning Outcome	5	4	3	2	1
<i>Demonstrates the desire and ability to learn new tasks</i>	25	9	3	6	0
<i>Demonstrates the ability to connect career goals with work experience</i>	26	4	2	9	0
<i>Demonstrates the ability to use critical thinking to solve problems</i>	29	8	3	3	0
<i>Demonstrate the ability to lead, interact, and inspire as a member of a group.</i>	26	5	7	4	1
<i>Demonstrates the ability to effectively communicate ideas</i>	27	9	5	2	0
<i>Develops professional and career development skills</i>	26	5	6	3	1
<i>Demonstrates professionalism and accountability</i>	24	8	6	4	1

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

Questions	2020FS	2020SS	2021FS	2021SS	2022FS	2022SS
<i># Students Assessed</i>	12	12	25	21	22	21
<i>Demonstrates the desire and ability to learn new tasks</i>	4.58	4.50	4.16	4.55	4.32	4.14
<i>Demonstrates the ability to connect career goals with work experience</i>	3.92	4.58	3.83	4.53	4.20	4.10
<i>Demonstrates the ability to use critical thinking to solve problems</i>	4.17	4.09	3.84	4.60	4.41	4.52
<i>Demonstrate the ability to lead, interact, and inspire as a member of a group.</i>	4.00	4.75	3.71	4.45	4.18	4.19
<i>Demonstrates the ability to effectively communicate ideas</i>	4.58	4.83	3.88	4.45	4.45	4.38

Questions	2020FS	2020SS	2021FS	2021SS	2022FS	2022SS
<i>Develops professional and career development skills</i>	4.33	4.75	3.92	4.42	4.35	4.19
<i>Demonstrates professionalism and accountability</i>	4.42	4.75	4.16	4.30	4.16	4.10
<i>Overall Scores</i>			3.93	4.47	4.30	4.23

Demographics

Gender	Average of Overall Score
Female	4.21
Male	4.36
Grand Total	4.27

Race and Ethnicity	Average of Overall Score
Black or African American	4.93
Multiracial	2.36
Non-Res	2.29
White	4.38
Grand Total	4.27

Age Cohort	Average of Overall Score
Adult 25+ Student	4.36
Traditional Student	4.26
Grand Total	4.27

First Generation	Average of Overall Score
No	4.30
Yes	4.20
Grand Total	4.27

Classification	Average of Overall Score
1st Year Student	4.01
2nd Year Student	4.34
Grand Total	4.27

Veteran Status	Average of Overall Score
Non-Veteran	4.24
Veteran	4.79
Grand Total	4.27

Pell Eligible	Average of Overall Score
No	4.10
Yes	4.54
Grand Total	4.27

Academic Program	Average of Overall Score
AS in Pre-Medical Lab Tech	5.00
Associate of Arts Degree	3.81
Associate of Science - Pre-Nursing	4.52
Associate of Science Degree	4.13
Business Management AAB Business Management Option	3.50
Business Management AAB Entrepreneurship Option	4.86
Business Management AAB General Business Option	4.86
Computer Information Systems AAB: Business Systems	4.50
Computer Information Systems AAB: Cybersecurity	5.00
Early Childhood Education AAS	4.39
Mechanical Transfer AAS	3.74
Medical Laboratory Technician AAS	5.00
Nursing AAS Registered	4.86
Veterinary Technology AAS	4.71
Grand Total	4.27

FINDINGS

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

Students in their 2nd year demonstrated higher level of skills than 1st year students, showing progression in skills. We also do not see a large equity gap. We are seeing higher scores from Pell students, which could signify dedication to their work due to financial needs. Students have been able to show higher levels of critical thinking than in past semesters. While the goal of 4.5 was not reached for the ability to communicate, the scores have leveled out.

Based on the reported results, what are the areas that could be improved on?

Scores dropped in the spring and compared to last year. While all scores for AY 22 are higher than those in Fall 2021, they are down from all other semesters. However, all scores are still within target range.

Professionalism and accountability continue to be a lower score among students as well as connecting the skills they learn from this job to their career goals. This would be an area of focus.

AY21 Action Plan

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
Effectively communicate ideas	Require Work Study Students to complete the <i>Communication Styles and Skills</i> Safe College Training	Rise to 4.5

Demonstrates professionalism & accountability	Require Work Study Students to complete the <i>Customer Service Overview</i> Safe College training	Rise to 4.5
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1. 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.
Work study students were sent the <i>Communication Styles and Skills</i> Training.	Scores were not met, however they remained above the target. Found that not all students completed the training, so next year they will be watched more carefully.
Work study students were sent the <i>Customer Service Overview</i> Training.	Scores were not met, however they remained above the target. Found that not all students completed the training, so next year they will be watched more carefully.

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
Effectively communicate ideas	Require Work Study Students to complete the <i>Communication Styles and Skills</i> Safe College Training	Rise to 4.5
Demonstrates professionalism & accountability	Require Work Study Students to complete the <i>Customer Service Overview</i> Safe College training	Rise to 4.5

Appendix: Rubrics

Athletics Assessment 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.

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

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

Athlete Rubric

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

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

Student Clubs and Organizations Assessment Rubric

1

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

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

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

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

Work Experience Assessment 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.

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

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

Work Experience Rubric

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

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