



Edison State Community College 2022-2023 Assessment Report

Student and Academic Support Services

Report Compiled by Dr. Amanda Bylczynski, Dean of 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 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	

Student Supportive Services Assessment Reports

Student Supportive Services Assessment Reports

Supportive Service	Accessibility and Disability Support Services
Service Coordinator	Marissa Hill
Academic Year:	2022-2023
Reviewer	Office of Advising; Office of Accreditation and Academic Effectiveness

CAS Standards Alignment

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

CAS 3: Intrapersonal development

CAS 6: Practical competence

Program Outcomes					
Value <i>Use a numeric scale 1-5 and descriptors such as the examples shown here.</i>	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	21	52	11	1	1
Student can identify and provide the correct documentation for ADA review	28	43	14	2	0
Student can identify policies and expectations surrounding accommodations	18	53	11	4	1
Student has developed study methods in line with the accommodations	16	43	23	4	1
Student has developed communication and interpersonal skills in articulating limitations and needs in academics	15	45	20	5	1
Student has a sense of personal responsibility for maintaining accommodation documentation and appointments	16	50	17	3	1

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	87		
Student can connect with resources identified by ADA to support learning	0	4.15	4.17	4.06		

Student Learning Outcome	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Student can identify and provide the correct documentation for ADA review	0	4.31	4.19	4.11		
Student can identify policies and expectations surrounding accommodations	0	4.10	3.97	3.95		
Student has developed study methods in line with the accommodations	0	4.15	3.93	3.79		
Student has developed communication and interpersonal skills in articulating limitations and needs in academics	0	3.97	4.01	3.79		
Student has a sense of personal responsibility for maintaining accommodation documentation and appointments	0	3.97	3.97	3.89		

Student can connect with resources identified by ADA to support learning

Semester of Study	1	2	3	4	5	Grand Total
First Semester	0.00%	0.00%	22.73%	68.18%	9.09%	100.00%
Second Semester	0.00%	3.85%	3.85%	65.38%	26.92%	100.00%
Third Semester	0.00%	0.00%	20.00%	40.00%	33.33%	100.00%
Fourth Semester	14.29%	0.00%	0.00%	42.86%	42.86%	100.00%
More than Four Semesters	0.00%	0.00%	12.50%	62.50%	25.00%	100.00%
Grand Total	1.15%	1.15%	12.64%	59.77%	24.14%	100.00%

Student can identify and provide the correct documentation for ADA review.

Semester of Study	2	3	4	5	Grand Total
First Semester	0.00%	22.73%	63.64%	13.64%	100.00%
Second Semester	7.69%	11.54%	50.00%	30.77%	100.00%
Third Semester	0.00%	13.33%	53.33%	33.33%	100.00%
Fourth Semester	0.00%	14.29%	14.29%	71.43%	100.00%
More than Four Semesters	0.00%	12.50%	50.00%	37.50%	100.00%
Grand Total	2.30%	16.09%	49.43%	32.18%	100.00%

Student can identify policies and expectations surrounding accommodations.

Semester of Study	1	2	3	4	5	Grand Total
First Semester	0.00%	4.55%	18.18%	72.73%	4.55%	100.00%
Second Semester	3.85%	3.85%	11.54%	57.69%	23.08%	100.00%
Third Semester	0.00%	0.00%	20.00%	60.00%	20.00%	100.00%
Fourth Semester	0.00%	14.29%	0.00%	42.86%	42.86%	100.00%
More than Four Semesters	0.00%	12.50%	0.00%	37.50%	50.00%	100.00%
Grand Total	1.15%	4.60%	12.64%	60.92%	20.69%	100.00%

Student has developed study methods in line with the accommodations.

Semester of Study	1	2	3	4	5	Grand Total
First Semester	0.00%	9.09%	36.36%	54.55%	0.00%	100.00%
Second Semester	3.85%	0.00%	26.92%	57.69%	11.54%	100.00%
Third Semester	0.00%	0.00%	20.00%	53.33%	26.67%	100.00%
Fourth Semester	0.00%	14.29%	0.00%	28.57%	57.14%	100.00%
More than Four Semesters	0.00%	12.50%	0.00%	37.50%	50.00%	100.00%
Grand Total	1.15%	4.60%	26.44%	49.43%	18.39%	100.00%

Student has developed communication and interpersonal skills in articulating limitations and needs in academics.

Semester of Study	1	2	3	4	5	Grand Total
First Semester	0.00%	13.64%	31.82%	54.55%	0.00%	100.00%
Second Semester	0.00%	7.69%	19.23%	53.85%	19.23%	100.00%
Third Semester	0.00%	0.00%	13.33%	66.67%	20.00%	100.00%
Fourth Semester	14.29%	0.00%	0.00%	57.14%	28.57%	100.00%
More than Four Semesters	0.00%	0.00%	12.50%	37.50%	37.50%	100.00%
Grand Total	1.15%	5.75%	22.99%	51.72%	17.24%	100.00%

Student has a sense of personal responsibility for maintaining accommodation documentation and appointments.

Semester of Study	1	2	3	4	5	Grand Total
First Semester	0.00%	9.09%	36.36%	50.00%	4.55%	100.00%
Second Semester	3.85%	3.85%	15.38%	61.54%	15.38%	100.00%
Third Semester	0.00%	0.00%	6.67%	66.67%	26.67%	100.00%
Fourth Semester	0.00%	0.00%	14.29%	42.86%	42.86%	100.00%
More than Four Semesters	0.00%	0.00%	12.50%	37.50%	50.00%	100.00%
Grand Total	1.15%	3.45%	19.54%	57.47%	18.39%	100.00%

Findings Analysis

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

Results stayed pretty consistent even with the increase in assessments. The findings are above the target of 3.5. Students are increasing in their abilities as they go along in several areas including developing study methods, having a sense of personal responsibility, and identifying the expectations of accommodation assistance. Students are more comfortable communicating their needs depending on courses/instructor.

Based on the reported results, what are the areas that show improvement is needed?

Scores for all outcomes dropped. There was not significant growth. Communication, while student are improving throughout their time at Edison State, are not improving at the same rate as other areas. This is also true for identifying resources.

Connecting students to the Tutoring Center, and having them use it, etutoring is available but not a favorable option.

AY21 Action Plan:

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.	Increase outcome results from 25% positive to 75% positive.
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

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

Intervention/Change	Effect/Results
We have updated the name to Accessibility Service to be inclusive and to attract more users.	No significant impact
We have promoted the accessibility email address.	No significant impact
More outreach in GEN 101	No significant impact

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
Improve understanding of communication	Increase the discussion of accessibility in duty day meetings	Raise to 4.0

	<i>Explore a required professional development training for faculty/adjuncts</i>	

Student Supportive Services Assessment Report

Supportive Service	Advising Services
Service Director/Coordinator	Amy Borgert and Ethan Tauscher
Academic Year:	2022-2023
Reviewer	Office of Advising and Office of Enrollment Management; Office of Accreditation and Academic Effectiveness

Student Learning Outcomes

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

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 6: Practical competence

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

Student Learning Outcome	2019SS	2020FS	2020SS	2021FS	2021SS	2022-2023	
						CCP	Non-CCP
# Students completing	64	57	98	53	38	65	27
Students identify their ID Number	4.45	5.00	4.60	4.70	4.45	4.94	5.00
Identify college readiness through placement assessment including multiple measures.	3.35	3.50	3.15	3.10	2.90	3.98	4.10
Identify the courses required for degree, certificate, and fast track programs including prerequisites.	3.40	3.90	4.00	4.05	3.88	3.08	3.83
Demonstrate the ability to navigate the Edison State website and MyESCC to locate information	2.28	2.30	2.35	2.23	2.30	2.60	3.59

Student Learning Outcome	2019SS	2020FS	2020SS	2021FS	2021SS	2022-2023	
						CCP	Non-CCP
Describe the 1 to 2 credit translation for time required in program completion.	0.85	0.60	0.80	0.75	0.90	2.69	2.48
Identify milestones for degree program.	1.95	2.15	2.40	2.80	3.05	2.17	3.56
Identify and interact with the program advisor and contact information.	2.30	2.50	1.95	1.70	1.70	2.12	3.35
Identify how GPA affects academic good standing status and goals.	3.76	4.46	4.36	4.25	4.38	3.49	3.60
Identify career objectives including transfer considerations.	2.58	3.05	3.13	3.38	3.50	2.14	3.42

Overall Student Understanding of Advising Learning Outcomes by Term

CCP Students	1st Year Student	2nd Year Student	Grand Total
Fall 2022	3.12	3.66	3.27
Spring 2023	3.34	3.48	3.38
Grand Total	3.27	3.54	3.35

Non- CCP Students	1st Year Student	2nd Year Student	Grand Total
Fall 2022	3.64	3.80	3.71
Spring 2023	3.73	3.32	3.55
Grand Total	3.68	3.60	3.64

All Students	1st Year Student	2nd Year Student	Grand Total
Fall 2022	3.35	3.74	3.49
Spring 2023	3.43	3.42	3.43
Grand Total	3.40	3.57	3.45

Demographic Findings - All Learning Outcomes

- *Note: This is the first year this data has been applied. The following information is the starting point for improvement.*

Overall Student Understanding of Advising Learning Outcomes by Instructional Method

CCP Students	1st Year Student	2nd Year Student	Grand Total
Lecture	3.78	3.70	3.72
Online	3.24	3.58	3.30
Online CCP in High School	3.53	3.47	3.50
Webflex	2.84	3.44	3.18
Grand Total	3.27	3.54	3.35

Non-CCP Students	1st Year Student	2nd Year Student	Grand Total
Lecture	3.36	3.84	3.60
Online	3.65	3.64	3.64
Webflex	3.93	3.19	3.67
Grand Total	3.68	3.60	3.64

All Students	1st Year Student	2nd Year Student	Grand Total
Lecture	3.42	3.79	3.63
Online	3.33	3.61	3.41
Online CCP	3.53	3.47	3.50
Webflex	3.66	3.30	3.51
Grand Total	3.40	3.57	3.45

Overall Student Understanding of Advising Learning Outcomes by Gender

CCP Students	1st Year Student	2nd Year Student	Grand Total
Female	3.27	3.62	3.37
Male	3.25	3.34	3.28
Grand Total	3.27	3.54	3.35

Non-CCP Students	1st Year Student	2nd Year Student	Grand Total
Female	3.73	3.75	3.74
Male	3.55	3.29	3.42
Grand Total	3.68	3.60	3.64

All Students	1st Year Student	2nd Year Student	Grand Total
Female	3.41	3.68	3.49
Male	3.35	3.31	3.34
Grand Total	3.40	3.57	3.45

Overall Student Understanding of Advising Learning Outcomes by Race/Ethnicity

CCP Students	1st Year Student	2nd Year Student	Grand Total
Black or African American	2.83	4.20	3.29
Hispanic/Latino	3.28	3.90	3.59
Multiracial	1.66	3.24	2.19
Unknown	----	3.51	3.51
White	3.34	3.49	3.38
Grand Total	3.27	3.54	3.35

Non-CCP Students	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	3.70	4.16	3.93
Asian	----	4.01	4.01
Black or African American	3.83	----	3.83
Multiracial	4.02	3.98	4.01
Non-Res	3.31	----	3.31
Unknown	3.16	1.40	2.28
White	3.65	3.64	3.65
Grand Total	3.68	3.60	3.64

All Students	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	3.70	4.16	3.93
Asian	----	4.01	4.01
Black or African American	3.33	4.20	3.51
Hispanic/Latino	3.28	3.90	3.59
Multiracial	3.07	3.61	3.23
Non-Res	3.31		3.31
Unknown	3.43	2.46	3.08
White	3.42	3.56	3.47
Grand Total	3.40	3.57	3.45

Overall Student Understanding of Advising Learning Outcomes by Age Cohort

Age Cohort	1st Year Student	2nd Year Student	Grand Total
CCP Student	3.27	3.54	3.35
Traditional Student	3.73	3.58	3.67
Adult 25+Up Student	2.94	3.66	3.42
Grand Total	3.40	3.57	3.45

Overall Student Understanding of Advising Learning Outcomes for Students Identified as First Generation

CCP Students	1st Year Student	2nd Year Student	Grand Total
No	3.12	3.80	3.35
Unknown	3.29	3.52	3.35
Yes	3.11	3.29	3.20
Grand Total	3.27	3.54	3.35

Non-CCP Students	1st Year Student	2nd Year Student	Grand Total
No	3.61	3.52	3.57
Unknown	3.78	----	3.78
Yes	3.81	3.74	3.77
Grand Total	3.68	3.60	3.64

All Students	1st Year Student	2nd Year Student	Grand Total
No	3.50	3.57	3.53
Unknown	3.33	3.52	3.38
Yes	3.70	3.69	3.69
Grand Total	3.40	3.57	3.45

Overall Student Understanding of Advising Learning Outcomes based on Pell Eligibility

Non-CCP Students	1st Year Student	2nd Year Student	Grand Total
Did Not File	-----	3.44	3.44
No	3.68	3.35	3.53
Unknown	3.62	3.98	3.67
Yes	3.71	3.82	3.77
Grand Total	3.68	3.60	3.64

All Students	1st Year Student	2nd Year Student	Grand Total
Did Not File	3.32	3.46	3.36
No	3.62	3.45	3.54
Unknown	3.26	3.64	3.36
Yes	3.66	3.82	3.73
Grand Total	3.40	3.57	3.45

Overall Student Understanding of Advising Learning Outcomes based on Academic Program

Academic Program	Overall Average Score
Accounting AAB	2.09
Agriculture AAS	3.68
AS - Pre-Veterinary Technician	2.80
AS in Pre Medical Lab Tech	3.58
AS in Pre Nursing LPN-ADN Transition	3.11
AS in Pre Physical Therapist Assistant	2.64
Associate of Arts Degree	3.63
Associate of Science - Pre-Nursing	3.32
Associate of Science Degree	3.56
Aviation AAS: Professional Pilot	3.89
Banking AAB	3.69
Business AS Degree	4.38
Business Management AAB Business Management Option	3.24
Business Management AAB General Business Option	3.66
Business Management AAB Human Resource Management Option	3.97
Business Management Certificate	3.53
Business Management General Business Certificate	3.15
College Credit Plus	3.50
Computer Information Systems AAB: Cybersecurity	3.44
Computer Information Systems AAB: Systems Administration	3.84
Criminal Justice AAS Degree	3.40
Early Childhood Education AAS	3.32
Electronics Engineering Tech AAS - Automation and Robotics	2.98
Electronics Engineering Technology AAS, Electro-Mechanical	3.31
ELT Electro Mechanical Certificate	3.53
IMT Operations Technology Certificate	3.58
Interactive Media AAB: Graphic Design	2.09
Mechanical Engineering Tech AAS Mechanical Design	2.07
Medical Assistant Certificate	3.53
MET Certificate in CAD/CAE	3.51
Nursing AAS Registered	4.11
Ohio 36-Transfer Module Complete	2.91
Paramedic Certificate	3.58
Phlebotomy Certificate	2.64
Physical Therapist Assistant AAS Degree	3.44
Real Estate Certificate	4.31
Social & Public Services Pathway	3.58
Social Services AAS	3.66
Grand Total	3.45

Findings Analysis

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

Overall, students are showing improvement.

For CCP: CCP students are indicating and demonstrating the ability to find course prerequisites, impact of GPA, and overall time commitment required for college courses.

Non-CCP: show growth across all learning objectives except understanding GPA.

2nd year students scored higher overall due to the improvements in CCP practices. The new conversations that took place with non-CCP showed improvement for their area. We are not seeing a noticeable equity gap as all demographic scores show fairly even findings during their first year.

For advising, while seeing growth in the 2nd year is good, it is more notable to see it in the first year as most students move onto faculty advisors in their 2nd year. This is one area that may still use improvement. The better prepared students are with the career advisors will help with retention, but faculty advising reinforcement is also necessary. We do see this happening in several areas based on program scores.

Based on the reported results, what areas show room for improvement to the service?

Academic Programs have areas that show weakness. Faculty advisor knowledge to continue to reinforce areas such as the credit transition and role of GPA importance may help this service.

CCP: There are areas of improvement for the following services:

- How to navigate and utilize MyESCC
 - How to locate and navigate Edison State website & MyESCC.
 - How to locate Enrollment Manager/Pathways Advisor

Non-CCP: The largest area of improvement needed is to continue working on the credit transition. Student completion rates are affected by the time needed to complete a class, therefore, this would be an area of stronger focus to help students improve.

Last Year's Action Plan

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
Advisor Location	Demonstrate to students how to find their advisor information during the 1 st advising session	Increase from 3.4 to 5.0 (out of 10)
1-2 translation	Review all language in orientation, the student handbook and the assessment quiz to ensure it is consistent	Increase in 2.5

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

Intervention/Change	Effect/Results
Increased advising location awareness efforts during initial advising session.	Increased the scores to meet the target. 51% of all students (5.1) were able to identify the location
Reviewed all language in orientation, the student handbook and the assessment quiz to ensure it is consistent	Increased both areas to meet the target. 50% of all students can now identify the credit translation

AY2022 Student Affairs Meeting Action Plan (June 2023)

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
How to locate and navigate Edison State website & MyESCC.	Demonstrate to students how to find information about program completion.	CCP: Increase from 2.60 to 3.0
How to locate Enrollment Manager/Pathways Advisor Contact information.	Increase awareness of information during initial advising sessions.	CCP: Increase from 2.12 to 2.50
1-2 translation	Develop document for distribution to all new students	Increase all to 3.0

Student Supportive Services Assessment Report

Supportive Service	Career and Job Services
Service Director/Coordinator	Morgan Abney
Academic Year:	2022-2023
Reviewers	Morgan Abney, Roger Fulk, Brandi Olberding, Amy Borgert, 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	2022-2023
CAS 1 (Tested Knowledge)							
Student Surveys	80	121	130	130	146	109	349
Identification of Student ID #	4.85	4.95	5.00	4.60	4.80	4.45	4.94
Identify services and tools offered through career and job services.	4.43	3.71	4.04	3.81	4.05	3.69	3.79
Identify the process for career decision making.	3.97	3.32	3.33	3.22	3.43	3.05	3.16
Develop solutions for barriers to reaching career goals.	3.70	2.93	2.78	2.78	2.83	2.60	2.56
Develop awareness of types of careers based on personality and interests.	1.73	0.40	0.95	0.88	0.78	0.75	2.05
Identify the locations to conduct a job search for specific careers.	1.65	1.75	2.40	2.43	2.60	2.49	2.26
Overall Understanding of All Learning Outcomes							3.46
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	18
Articulate answers clearly with the career counselor to assist with career decision making.		4		4.5		4.16	4.28

Student Learning Outcome	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS	2022-2023
Identify barriers to their educational goal and develop mechanisms to remove them		3.2		4.17		4.07	4.11
Explain what types of careers connect with their interests and personality		3.2		4.2		4.07	4.22
Demonstrate the ability to conduct a job search for specific careers.		3.6		4.5		4.05	4.17
Create a clear and well documented resume of skills and qualifications.		3.6		4.7		4.02	3.89

Program Outcomes					
Value <i>Use a numeric scale 1-5 and descriptors such as the examples shown here.</i>	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.	6	11	1	0	0
2. Identify barriers to their educational goal and develop mechanisms to remove them	6	8	4	0	0
3. Explain what types of careers connect with their interests and personality	5	12	1	0	0
4. Demonstrate the ability to conduct a job search for specific careers.	6	9	3	0	0
5. Create a clear and well documented resume of skills and qualifications.	6	5	6	1	0

Overall Score by Term	1st Year Student	2nd Year Student	Grand Total
Fall 2022	3.42	3.26	3.34
Spring 2023	3.58	3.70	3.61
Grand Total	3.50	3.38	3.46

Demographic Findings - All Learning Outcomes

- *Note: This is the first year this data has been applied. The following information is the starting point for improvement.*

Overall Student Understanding of Career and Job Services by Instructional Method

Instructional Method	1st Year Student	2nd Year Student	Grand Total
Lecture	3.41	3.18	3.29
Online	3.54	3.45	3.50
Webflex	3.27	3.45	3.36
Grand Total	3.51	3.38	3.46

Overall Student Understanding of Career and Job Services by Gender

Gender	1st Year Student	2nd Year Student	Grand Total
Female	3.60	3.48	3.55
Male	3.26	3.01	3.17
Grand Total	3.50	3.38	3.46

Overall Student Understanding of Career and Job Services by Race/Ethnicity

Race/Ethnicity	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	1.38	---	1.38
Asian	3.53	3.51	3.51
Black or African American	3.20	2.78	3.13
Hispanic/Latino	4.04	3.73	3.87
Multiracial	3.65	---	3.65
International Students	1.88	---	1.88
Unknown	4.11	---	4.11
White	3.54	3.38	3.47
Grand Total	3.50	3.38	3.45

Overall Student Understanding of Career and Job Services by Age Cohort

Age Cohort	1st Year Student	2nd Year Student	Grand Total
Adult Student 25 Yrs+	3.64	3.46	3.55
CCP Student	3.23	3.31	3.25
Traditional Student	3.68	3.37	3.53
Grand Total	3.50	3.38	3.45

Overall Student Understanding of Career and Job Services for Students Identified as First Generation

Identified as First Gen	1st Year Student	2nd Year Student	Grand Total
No	3.67	3.51	3.59
Unknown	3.28	3.34	3.30
Yes	3.63	3.14	3.40
Grand Total	3.50	3.38	3.45

Overall Student Understanding of Career and Job Services based on Pell Eligibility

Pell Eligible	1st Year Student	2nd Year Student	Grand Total
No	3.76	3.32	3.49
Unknown	3.25	3.38	3.28
Yes	3.70	3.49	3.62
Grand Total	3.50	3.38	3.45

Overall Student Understanding of Career and Job Services based on Academic Program

Academic Program	Average of Total Score
Accounting AAB	3.79
Accounting AAB: 25+ Fast Track	3.72
Accounting AS Degree - Advising Track	3.27
Accounting Certificate	3.97
Advanced Manufacturing Short-Term Technical Cert	0.71
Agricultural Maintenance AAS	3.47
Agriculture AAS	3.52
AS - Pre-Veterinary Technician	3.90
AS in Pre Medical Lab Tech	4.11
AS in Pre Nursing LPN-ADN Transition	4.10
AS in Pre Physical Therapist Assistant	3.58
Associate of Arts Degree	3.14
Associate of Science - Pre-Nursing	3.69
Associate of Science Degree	3.50
Aviation AAS: Professional Pilot	3.20
Banking AAB	3.37
Biology AS - Advising Track	2.40
Business AAB Marketing Option	2.97
Business AS Degree	4.07
Business Management AAB Business Management Option	3.20
Business Management AAB Entrepreneurship Option	3.27
Business Management AAB General Business Option	3.39
Business Management AAB Human Resource Management Option	3.43
Business Management Certificate	2.22
Business Management General Business Certificate	4.00
Business Pathway	3.73
Clinical Laboratory Assistant Certificate	3.67
College Credit Plus	3.08
Computer Information Systems AAB: Business Systems	3.53
Criminal Justice AAS Degree	3.49
Criminal Justice AAS Degree: 25+ Fast Track	4.13
CRJ Computer Forensics AAS	4.40
Early Childhood Education AAS	3.58

Education Associate of Science	3.80
Electronics Engineering Tech AAS - Automation and Robotics	3.47
Electronics Engineering Tech AAS, Electronics Transfer	4.67
Electronics Engineering Technology AAS, Electro-Mechanical	2.79
ELT Automation and Robotics Certificate	2.34
ELT Electro Mechanical Certificate	4.13
Emergency Medical Technician Short-Term Technical Cert	3.33
Health Sciences Pathway	3.93
IMT Industrial Operations AAS	3.07
Mechanical Engineering AAS Advanced Manufacturing	3.00
Mechanical Engineering Tech AAS Mechanical Design	3.44
Mechanical Engineering Tech Cert in Advanced Manu Sys	4.13
Mechanical Transfer AAS	1.83
Medical Assistant Certificate	3.84
Medical Coder Certificate	3.58
MET Certificate in CAD/CAE	3.80
Non Degree Seeking	4.10
Nursing AAS Registered	3.16
Paralegal Studies AAB	2.20
Paramedic Certificate	3.60
Phlebotomy Certificate	3.70
Real Estate Certificate	3.90
Real Estate Fast Track	4.13
Social & Public Services Pathway	3.87
Social Services AAS	2.70
Unknown	3.67
Grand Total	3.46

Findings Analysis

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

Overall student understanding is improving. We are finding students able to identify the different services and assessment opportunities better than the past. Students are doing better in their first year, which is when this information needs to be shared. Most of the scores, including the demographic lines, show the target levels are being achieved. While CCP student scores are a bit lower, that is to be expected due to their high school status. A positive amount of traditional and adult students show understanding of what the service has to offer.

Based on the reported results, what areas show room for improvement to the service?

The new demographic information shows that there are programs that concurrently have lower scores. This may be due to lack of awareness or what the program uses for sharing information. This will be a place to see where an action plan can be created. Ideas could be looking at the consistency of information shared, ensuring multiple paths of information, and more time in front of students. With this not covered (other than a blurb in orientation) and orientation not being mandatory, increasing its visibility will be needed.

Last Year's Action Plan:

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
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

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

Intervention/Change	Effect/Results
<i>Example:</i> <i>Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
Changed to combine questions to look at if they know we have assessments	Target was met. Score increased to 2.05
Changed the question to focus on the website's opportunities rather than what the website is	Target was met. Score was increased for the emailed information, increased to 3.0

AY2022 Student Affairs Meeting Action Plan (June 2023)

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
<i>Example: #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
All Outcomes	Review Orientation and the website to advance the information to complement each other.	Raise all to be above 3.0

Student Supportive Services Assessment Report

Supportive Service	Financial Aid Services
Service Leader	Paige Kiley
Academic Year:	2022-2023
Reviewer	Office of Financial Aid; Office of Accreditation and Academic Effectiveness

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	2022-2023	
							CCP	Non-CCP
# Students Completing	46	102	190	56	202	134	129	133
Student Id # known	5.00	4.70	4.75	4.75	4.75	4.55	4.92	4.93
Identify different forms of student financial aid.	2.86	2.56	3.12	2.36	3.01	2.95	3.16	3.55
Identify due dates and documentation required for financial aid.	1.56	1.96	2.10	2.16	2.11	2.08	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	31% 2.24	4.49
Identify academic requirements eligibility for federal aid.	1.28	1.23	1.44	1.25	1.57	1.48	1.67	2.22

Student Understanding of Financial Aid by Term – All Students

Row Labels	1st Year Student	2nd Year Student	Grand Total
Fall 2022	2.52	2.42	2.48
Spring 2023	2.54	2.77	2.59
Grand Total	2.53	2.55	2.54

Student Understanding of Financial Aid by Instructional Method – All Students

Row Labels	1st Year Student	2nd Year Student	Grand Total
Lecture	2.65	2.32	2.48
Online	2.50	2.75	2.55
Webflex	2.61	2.43	2.53
Grand Total	2.53	2.55	2.54

Demographic Findings - All Learning Outcomes

- *Note: This is the first year this data has been applied. The following information is the starting point for improvement.*

Student Understanding of Financial Aid by Instructional Method – CCP Only

	1st Year Student	2nd Year Student	Grand Total
Lecture	2.32	1.75	2.11
Online	2.33	2.68	2.37
Webflex	2.22	3.08	2.71
Grand Total	2.32	2.68	2.39

Student Understanding of Financial Aid by Instructional Method – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
Lecture	2.85	2.48	2.65
Online	2.82	2.78	2.81
Webflex	2.74	1.98	2.44
Grand Total	2.80	2.49	2.68

Student Understanding of Financial Aid by Gender – All Students

	1st Year Student	2nd Year Student	Grand Total
Female	2.70	2.54	2.65
Male	2.25	2.56	2.33
Grand Total	2.53	2.55	2.54

Student Understanding of Financial Aid by Gender – CCP Only

	1st Year Student	2nd Year Student	Grand Total
Female	2.52	2.47	2.51
Male	1.96	3.28	2.14
Grand Total	2.32	2.68	2.39

Student Understanding of Financial Aid by Gender – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
Female	2.95	2.58	2.81
Male	2.58	2.32	2.49
Grand Total	2.80	2.49	2.68

Student Understanding of Financial Aid by Race/Ethnicity – All Students

	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	1.33		1.33
Asian	----	3.33	3.33
Black or African American	2.44	----	2.44
Hispanic/Latino	2.99	0.71	2.61
Multiracial	2.23	0.71	1.98
International	1.78	----	1.78
Unknown	2.46	2.82	2.58
White	2.55	2.59	2.56
Grand Total	2.53	2.55	2.54

Student Understanding of Financial Aid by Race/Ethnicity – CCP Only

	1st Year Student	2nd Year Student	Grand Total
Asian	----	3.33	3.33
Black or African American	2.53	----	2.53
Hispanic/Latino	3.18	----	3.18
Multiracial	0.28	0.71	0.50
Unknown	2.37	----	2.37
White	2.32	2.74	2.39
Grand Total	2.32	2.68	2.39

Student Understanding of Financial Aid by Race/Ethnicity – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	1.33	----	1.33
Black or African American	2.42		2.42
Hispanic/Latino	2.69	0.71	2.03
Multiracial	2.72	----	2.72
International	1.78	----	1.78
Unknown	2.55	2.82	2.69
White	2.91	2.52	2.75
Grand Total	2.80	2.49	2.68

Student Understanding of Financial Aid by Generational Knowledge – All Students

	1st Year Student	2nd Year Student	Grand Total
No	2.76	2.44	2.65
Unknown	2.23	2.57	2.31
Yes	3.01	2.75	2.94
Grand Total	2.53	2.55	2.54

Student Understanding of Financial Aid by Generational Knowledge – CCP Only

	1st Year Student	2nd Year Student	Grand Total
No	2.94	3.44	2.98
Unknown	2.25	2.64	2.33
Yes	2.05	-----	2.05
Grand Total	2.32	2.68	2.39

Student Understanding of Financial Aid by Generational Knowledge – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
No	2.71	2.41	2.59
Unknown	1.93	2.35	2.18
Yes	3.08	2.75	2.98
Grand Total	2.80	2.49	2.68

Student Understanding of Financial Aid by Pell Eligibility – All Students

Row Labels	1st Year Student	2nd Year Student	Grand Total
Did Not File	2.25	2.52	2.31
No	2.81	2.46	2.65
Yes	3.04	2.77	2.97
Grand Total	2.53	2.55	2.54

Student Understanding of Financial Aid by Pell Eligibility – CCP Only

	1st Year Student	2nd Year Student	Grand Total
Did Not File	2.28	2.68	2.36
No	3.24	-----	3.24
Yes	3.67	-----	3.67
Grand Total	2.32	2.68	2.39

Student Understanding of Financial Aid by Pell Eligibility – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
Did Not File	1.86	2.06	1.95
No	2.76	2.46	2.62
Yes	3.02	2.77	2.96
Grand Total	2.80	2.49	2.68

Student Understanding of Financial Aid by Academic Program – All Students

	Average of Overall Student Score
Accounting AAB	3.04
Agriculture AAS	2.61
AS - Pre-Veterinary Technician	2.25
AS in Pre Medical Lab Tech	1.91
AS in Pre Nursing LPN-ADN Transition	3.01
AS in Pre Physical Therapist Assistant	2.51
Associate of Arts Degree	2.60
Associate of Science - Pre-Nursing	2.92
Associate of Science Degree	2.35
Banking AAB	2.94
Biology AS - Advising Track	2.06
Business AAB Marketing Option	2.13
Business AS Degree	0.76
Business Management AAB Business Management Option	2.94
Business Management AAB Entrepreneurship Option	2.03
Business Management AAB General Business Option	2.12
Business Management AAB Human Resource Management Option	4.17
Business Management General Business Certificate	1.85
Child Development Associate Credential (CDA)	1.86
CIS Computer Information Systems Certificate	2.23
CIS Programming Certificate	3.61
College Credit Plus	2.18
Computer Information Systems AAB: Business Systems	3.83
Computer Information Systems AAB: Cybersecurity	2.87
Computer Information Systems AAB: Systems Administration	0.71
Computer Information Systems Database Specialist Certificate	3.64
Criminal Justice AAS Degree	2.38
CRJ Computer Forensics AAS	2.89
Early Childhood Education AAS	2.30
Electronics Engineering Tech AAS - Automation and Robotics	2.86
Electronics Engineering Technology AAS, Electro-Mechanical	2.69
ELT Electro Mechanical Certificate	3.33
Human Resource Management Certificate	3.33
IMT Industrial Operations AAS	0.99
IMT Operations Technology Certificate	3.61
Interactive Media AAB: Graphic Design	2.06
Interactive Media AAB: Web Design	2.95
Mechanical Engineering Tech AAS Mechanical Design	2.37
Mechanical Transfer AAS	1.06

Medical Assistant Certificate	3.52
Medical Coder Certificate	3.39
Medical Laboratory Technician AAS	1.11
Nursing AAS Registered	2.44
Paralegal Studies AAB	2.66
Paramedic Certificate	1.66
Phlebotomy Certificate	3.39
Physical Therapist Assistant AAS Degree	1.44
Social Services AAS	2.96
Systems Administration Certificate	2.71
Undeclared	0.00
Unknown	1.82
Veterinary Technology AAS	3.28
Grand Total	2.53

Findings Analysis

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

Yes, improvements in 3 of the 4 areas

1. Identify different forms of student financial aid
2. Complete the FAFSA application to apply for aid
3. Identify academic requirements eligibility for federal aid

The fourth area of “Identify due dates and documentation required for financial aid” remained the same.

Students in the spring scored higher than those in the fall and by spring, 2nd year students were showing progression to 1st year. Given the action plans, this shows the communications and changes are making a difference. There also isn’t a big difference in scores of 1st year students based on modalities, which means communications are reaching students off campus as well as on campus.

Based on the reported results, what areas show room for improvement to the service?

Each area has room for improvement. However, the due dates and documentation requirements as well as academic requirements for aid eligibility are the two areas that have the most room for growth falling under a 3.00 average.

CCP demonstrate lower scores. While this is to be expected due to their status not requiring financial aid, to help them be prepared for their post-ccp years, it would be beneficial to work on preparing them.

There are some very low program scores. Having faculty help facilitate conversations or connect them to the information may be needed. At risk students for race/ethnicity is a concern. Examining how to connect with them better to help increase their preparations is suggested.

Last Year's Action Plan:

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

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

Intervention/Change	Effect/Results
Send a filing reminder to all students who do not file the FAFSA	Increased main question 1 by .60, question 3 by .31, and question 4 by .74.
Adding SAP Status to MyESCC	Question 4 increased by .74

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
Academic Requirements for aid eligibility	Simplify SAP communication	Increase to 3.00
Identify due dates and documentation required for FA - Increase FA process understanding	FA Checklist opportunity for all students, payment conversations in advising appointment, at registration have student select their payment method (is this possible?)	Increase to a 2.5
Above	Enhance communication in Charlie Emails	

Student Supportive Services Assessment Report

Supportive Service	Health and Wellness/Wrap Around Support Services
Service Director/Coordinator	Dr. Jessica Chambers, Dean of Student Engagement
Academic Year:	2022-2023
Reviewers	Office of Health and Wellness; Student Needs Team

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	2022-2023
# Students completing	119	30	111	122	215	134	260
Student ID # known	4.00	4.65	4.70	4.70	4.95	4.35	4.65
Identify community resources to assist with barriers to academics.	2.56	0.89	1.83	1.53	1.72	1.78	1.78
Identify activities provided on campus for maintaining health and wellness.	2.25	1.33	1.56	1.44	1.58	1.74	3.23
Identify the connection between health and academics.	3.85	2.15	3.00	3.15	3.20	3.40	3.67
Identify health literacy practices.	0.85	0.15	1.20	0.35	0.40	0.65	0.98
Identify resources available through health and wellness services.	1.63	1.68	1.73	1.45	1.48	1.85	2.35
Develop awareness concerning physical, mental, and emotional health.	1.98	0.77	1.70	1.22	1.27	1.45	2.06
Develop a sense of health and wellness	2.45	1.95	1.95	1.85	2.20	2.38	2.40
Overall Student Understanding of Health and Wellness							2.21

Overall Student Understanding of Health and Wellness Services by Term

Academic Year 2022	1st Year Student	2nd Year Student	Grand Total
Fall 2022	2.14	2.05	2.12
Spring 2023	2.30	1.92	2.26
Grand Total	2.24	1.99	2.21

Demographic Findings - All Learning Outcomes

- *Note: This is the first year this data has been applied. The following information is the starting point for improvement.*

Overall Student Understanding of Health and Wellness Services by Instructional Method

Instructional Method	1st Year Student	2nd Year Student	Grand Total
Lecture	2.17	2.11	2.16
Online	2.25	1.87	2.20
Web flex	2.61	2.50	2.59
Grand Total	2.24	1.99	2.21

Overall Student Understanding of Health and Wellness Services by Gender

Gender	1st Year Student	2nd Year Student	Grand Total
Female	2.30	2.02	2.26
Male	2.07	1.90	2.05
Grand Total	2.24	1.99	2.21

Overall Student Understanding of Health and Wellness Services by Race

Race/Ethnicity	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	1.50	None	1.50
Asian	2.81	None	2.81
Black or African American	2.87	0.00	2.51
Hispanic/Latino	2.09	3.00	2.24
Multiracial	1.88	2.60	1.97
Unknown	1.60	1.40	1.50
White	2.25	2.02	2.21
Grand Total	2.24	1.99	2.21

Overall Student Understanding of Health and Wellness Services by Age

Age Cohort	1st Year Student	2nd Year Student	Grand Total
Adult Student 25+ Yrs.	2.70	1.98	2.63
CCP Student	2.12	2.05	2.11
Traditional Student	2.39	1.87	2.30
Grand Total	2.24	1.99	2.21

Overall Student Understanding of Health and Wellness Services by Generational Knowledge

Identified as First Generation	1st Year Student	2nd Year Student	Grand Total
No	2.33	1.74	2.22
Unknown	2.21	2.31	2.22
Yes	2.20	1.67	2.11
Grand Total	2.24	1.99	2.21

Overall Student Understanding of Health and Wellness Services by Pell Eligibility

Filed FAFSA	1st Year Student	2nd Year Student	Grand Total
Did Not File	2.23	2.34	2.24
No	2.03	1.67	1.94
Yes	2.42	1.71	2.27
Grand Total	2.24	1.99	2.21

Overall Student Understanding of Health and Wellness Services by Academic Program

Academic Program	Student Overall Average
Accounting AAB	2.80
Accounting Certificate	1.80
Agriculture AAS	1.47
AS - Pre-Veterinary Technician	1.74
AS in Pre Medical Lab Tech	3.71
AS in Pre Nursing LPN-ADN Transition	3.04
AS in Pre Physical Therapist Assistant	2.36
Associate of Arts Degree	2.33
Associate of Science - Pre-Nursing	2.31
Associate of Science Degree	1.96
Business AAB Marketing Option	2.21
Business AS Degree	3.29
Business Management AAB Business Management Option	1.85
Business Management AAB Entrepreneurship Option	0.50
Business Management AAB General Business Option	2.65
Business Management Certificate	3.10
Business Pathway	2.50
Child Development Associate Credential (CDA)	3.79
CIS Computer Information Systems Certificate	1.30
College Credit Plus	2.19
Computer Information Systems AAB: Business Systems	0.16
Computer Information Systems AAB: Cybersecurity	2.66
Criminal Justice AAS Degree	2.66
CRJ Computer Forensics AAS	1.37
Early Childhood Education AAS	1.38
Electronics Engineering Technology AAS, Electro-Mechanical	3.74
Emergency Medical Technician Short-Term Technical Cert	3.44
Entrepreneurship Certificate	2.41
Equipment Maintenance Tech. Industrial Equipment Supervision	2.67
IMT Industrial Operations AAS	0.90
IMT Operations Technology AAS	1.50
IMT Operations Technology Certificate	1.50
Interactive Media AAB: Graphic Design	1.26

Mechanical Engineering Tech AAS Mechanical Design	2.00
Mechanical Engineering Tech Cert in Advanced Manu Sys	0.50
Mechanical Transfer AAS	1.85
Medical Assistant Certificate	3.34
Medical Laboratory Technician AAS	1.80
Non Degree Seeking	3.60
Nursing AAS Registered	3.00
Paramedic Certificate	2.60
Phlebotomy Certificate	0.00
Physical Therapist Assistant AAS Degree	0.75
Programming Fast Track	2.10
Real Estate Certificate	2.14
Social Services AAS	2.42
Unknown	2.48
Veterinary Technology AAS	0.75
Grand Total	2.21

Findings Analysis

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

Student knowledge is showing strong improvement. In this area, based on our action plans, student knowledge of how to learn about available resources has grown significantly. We are seeing students who are pell eligible and non-traditional are showing the greatest growth of understanding of health resources available to them. This shows those who are most likely to need basic needs help are showing growth in knowing what is available to them. We are also noticing the minority students have stronger understanding of the services than non-minority. It should be noted the majority of the minorities on campus are heavily involved in student life areas, which also push health and wellness. This shows their work is being successful.

Based on the reported results, what areas show room for improvement to the service?

While still at an acceptable rate, student score for the previous year dropped slightly on the connection of health to their academic grades. There are some areas that are not scoring well, such as the online magazine. While this is important information, it may need to be refocused as it isn't necessarily the most peril data for our current student population. The information about the blood pressure kiosk is showing low understanding. The conversation about what the machine can all do isn't properly being explained. Discussing more about how it also measures weight, bmi and other areas would help our current student population demographics.

Last Year's Action Plan:

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
<i>Example: #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
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

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

Intervention/Change	Effect/Results
Created the “Charlie Emails” to share information about the pantries; added a required blurb to all syllabi. Created the You Matter webpage to share all data including the pantries.	Increased pantry knowledge from 20% to 68% of students
Increased student understanding of events on campus by creating a new event calendar.	Increased the ability of students to identify ways to learn about activities to 85%. Only 59% knew all three options are areas, this will be something to continue to work on.

AY2022 Student Affairs Meeting Action Plan (June 2023)

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	Revamp the assessment measurements to align with the initiatives of the support services in health and wellness and student needs.	Increase all by 0.5

Student Supportive Services Assessment Report

Supportive Service	IT Academic Services
Service Director/Coordinator	Jessica Edwards
Academic Year:	2022-2023
Reviewer	Center for Excellence in Teaching, Learning, and Innovation; Office of Accreditation and Academic Effectiveness

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	2022-2023
# of Students Completing Survey	35	0	119	43	49	98	199
Student ID # known	2.80	0	4.75	4.60	4.60	4.60	4.72
Identify the types of technology used on campus.	4.78	0.00	4.10	3.83	4.05	4.05	3.95
Identify the process of using the Papercut copiers.	4.78	0.00	1.10	1.05	1.90	1.25	1.56
Identify the steps to changing passwords.	3.40	0.00	1.00	3.45	3.15	3.10	3.61
Demonstrate the ability to navigate Blackboard and Email.	4.53	0.00	3.62	3.63	3.55	3.51	3.65

Overall Understanding of IT Services by Term

Overall Score by Term	1st Year Student	2nd Year Student	Grand Total
Fall 2022	3.31	3.40	3.35
Spring 2023	3.15	3.50	3.31
Grand Total	3.20	3.45	3.32

Demographic Findings - All Learning Outcomes

- *Note: This is the first year this data has been applied. The following information is the starting point for improvement.*

Overall Understanding of IT Services by Instructional Method

	1st Year Student	2nd Year Student	Grand Total
Lecture	2.80	3.21	3.16
Online	3.29	3.58	3.43
Webflex	3.04	3.15	3.08
Grand Total	3.20	3.45	3.32

Overall Understanding of IT Services by Gender

	1st Year Student	2nd Year Student	Grand Total
Female	3.32	3.46	3.39
Male	3.04	3.44	3.22
Grand Total	3.20	3.45	3.32

Overall Understanding of IT Services by Race/Ethnicity

	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	2.40	----	2.40
Asian	3.50	3.60	3.53
Black or African American	3.00	3.70	3.18
Hispanic/Latino	3.28	3.20	3.25
Multiracial	2.83	3.80	3.15
International	2.70	----	2.70
White	3.26	3.43	3.35
Grand Total	3.20	3.45	3.32

Overall Understanding of IT Services by Age Cohort

	1st Year Student	2nd Year Student	Grand Total
Adult 25+ Student	3.32	3.42	3.36
CCP Student	3.10	3.60	3.30
Traditional Student	3.21	3.39	3.31
Grand Total	3.20	3.45	3.32

Overall Understanding of IT Services by Generational Knowledge

	1st Year Student	2nd Year Student	Grand Total
No	3.25	3.44	3.34
Unknown	3.08	3.55	3.28
Yes	3.28	3.35	3.31
Grand Total	3.20	3.45	3.32

Overall Understanding of IT Services by Pell Eligibility

	1st Year Student	2nd Year Student	Grand Total
Did Not File	3.03	3.47	3.22
No	3.27	3.41	3.35
Yes	3.37	3.52	3.42
Grand Total	3.20	3.45	3.32

Overall Understanding of IT Services by Academic Program

Row Labels	Average of Overall Average
Accounting AAB	3.33
Accounting AAB: 25+ Fast Track	3.35
Agriculture AAS	2.75
AS - Pre-Veterinary Technician	3.00
AS in Pre Physical Therapist Assistant	3.80
Associate of Arts Degree	3.52
Associate of Science - Pre-Nursing	3.74
Associate of Science Degree	3.43
Aviation AAS: Professional Pilot	3.00
Business AAB Marketing Option	3.95
Business AS Degree	3.45
Business Management - Marketing Certificate	3.80
Business Management AAB Business Management Option	3.20
Business Management AAB Entrepreneurship Option	3.25
Business Management AAB General Business Option	3.05
Business Management AAB Human Resource Management Option	3.68
Business Management Certificate	2.85
Business Management General Business Certificate	2.10
CIS Computer Information Systems Certificate	3.60
CIS Networking Certificate	2.70
CIS Programming Certificate	2.60
College Credit Plus	3.25
Computer Information Systems AAB: Business Systems	2.40
Computer Information Systems AAB: Cybersecurity	3.48
Computer Information Systems AAB: Network Administration	5.00
Computer Information Systems AAB: Systems Administration	2.40
Criminal Justice AAS Degree	3.40
Criminal Justice AAS Degree: 25+ Fast Track	3.45
CRJ Computer Forensics AAS	3.70
Early Childhood Education AAS	3.40
Education Associate of Arts	3.00
Education Associate of Science	4.60

Electronics Engineering Technology AAS, Electro-Mechanical	2.71
ELT Electro Mechanical Certificate	3.00
Human Resource Management Certificate	3.30
IMT Industrial Operations AAS	2.00
IMT Operations Technology AAS	3.40
Industrial Operations AAS: 25+ Fast Track	5.00
Interactive Media AAB: Graphic Design	3.13
Interactive Media AAB: Web Development	3.04
Mechanical Engineering AAS Advanced Manufacturing	3.40
Mechanical Transfer AAS	4.35
Medical Coder Certificate	3.40
Paralegal Studies AAB	3.30
Paramedic Certificate	2.80
Phlebotomy Certificate	2.20
Social Services AAS	2.70
Systems Administration Certificate	3.95
Unknown	3.23
Grand Total	3.32

Findings Analysis

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

Positive improvements are made in most categories. Students understand the use of Blackboard and other technology resources used in their courses. We saw great growth in the student ability to identify how to change their password.

There is clear growth from first to second year, which is what we want to see in this service. As students are retained, they understand more. We do not see a major difference between the different demographic identifications, which shows that information is being shared in an equitable way.

Based on the reported results, what areas show room for improvement to the service?

Areas of improvements include use of printing services. It is notable that the course assessed was primarily online this year, which would have a direct impact on this score.

With the change in our campus organization, this is a service that needs to be revamped. IT services is no longer organized where any area other than the help desk is viable for student knowledge. It is recommended by the Office of Accreditation and Academic Effectiveness that the service learning objectives be reviewed for the next year to focus on the Center for Excellence in Teaching, Learning, and Innovation objectives with a few help desk questions still included.

Last Year's Action Plan:

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
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

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>
Increased help communication on technology assistance.	Scores improved in all areas that were the focus of the increased communication.

AY2022 Student Affairs Meeting Action Plan (June 2023)

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
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
Re-evaluate the learning objectives to match the reorganizational service offerings	*Change any learning objectives that no longer fit the service *Adjust questions measuring changed question	N/A
Provide education to students and faculty about IT re-organization	*Share any changes made to student end through Charlie Emails *Share new Center information to faculty	Maintain scores

Student Supportive Services Assessment Report

Supportive Service	Library Services
Service Director	Lisa Hoops
Academic Year:	2022-2023
Reviewer	Librarians and Library Staff; Office of Accreditation and Academic Effectiveness

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	2022-2023
# students completing	148	20	109	37	177	45	249
Student ID # Known	4.80	4.75	4.60	4.20	4.70	4.70	4.90
Number to access library database off campus	3.35	3.00	3.15	3.50	3.60	3.83	3.17
Identify location of the collections and resources in the library and online.	4.15	3.50	2.13	2.98	2.70	3.45	3.52
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	3.22
Analyze resources for their accuracy, bias, and relevancy.	3.70	2.25	2.90	3.50	3.20	3.45	3.62
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	4.39

Overall Score by Term	1st Year Student	2nd Year Student	Grand Total
Fall 2022	3.28	3.41	3.26
Spring 2023	3.77	3.82	3.78
Grand Total	3.40	3.53	3.38

Demographic Findings - All Learning Outcomes

- *Note: This is the first year this data has been applied. The following information is the starting point for improvement.*

Overall Student Understanding of Library Services by Instructional Method

Instructional Method	1st Year Student	2nd Year Student	Grand Total
Lecture	3.31	3.86	3.32
Online	3.58	3.74	3.59
Webflex	2.76	2.71	2.76
Grand Total	3.40	3.53	3.38

Overall Student Understanding of Library Services by Gender

Gender	1st Year Student	2nd Year Student	Grand Total
Female	3.39	3.63	3.40
Male	3.43	3.40	3.42
Grand Total	3.40	3.53	3.38

Overall Student Understanding of Library Services by Race/Ethnicity

Race and Ethnicity	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	2.57		2.57
Black or African American	3.30	3.71	3.35
Hispanic/Latino	4.33		4.33
Multiracial	2.10		2.10
Unknown	3.07		2.59
White	3.42	3.52	3.43
Grand Total	3.40	3.53	3.38

Overall Student Understanding of Library Services by Age Cohort

Age Cohort	1st Year Student	2nd Year Student	Grand Total
Adult Student 25 Yrs.+	3.43	3.64	3.48
CCP Student	3.44	2.86	3.43
Traditional Student	3.27	3.53	3.30
Grand Total	3.40	3.53	3.38

Overall Student Understanding of Library Services by Generational Knowledge

First Generation Student	1st Year Student	2nd Year Student	Grand Total
No	3.38	3.39	3.38
Unknown	3.47	2.86	3.42
Yes	3.06	4.14	3.21
Grand Total	3.40	3.53	3.38

Overall Student Understanding of Library Services by Pell Eligibility

Pell Eligible	1st Year Student	2nd Year Student	Grand Total
Did Not File	3.43	2.86	3.43
No	3.83	3.23	3.71
Yes	3.12	3.94	3.22
Grand Total	3.40	3.53	3.38

Overall Student Understanding of Library Services by Academic Program

Academic Program	Overall Average
Accounting AAB	3.06
Accounting AAB: 25+ Fast Track	4.29
Accounting Certificate	2.57
Agricultural Maintenance AAS	3.14
Agriculture AAS	2.63
AS - Pre-Veterinary Technician	3.52
AS in Pre Medical Lab Tech	3.14
AS in Pre Nursing LPN-ADN Transition	3.33
AS in Pre Physical Therapist Assistant	3.67
Associate of Arts Degree	3.64
Associate of Science - Pre-Nursing	3.36
Associate of Science Degree	3.48
Aviation AAS: Professional Pilot	2.29
Basic Mechanical Short-Term Technical Certificate	4.29
Business AS Degree	4.43
Business Management AAB Business Management Option	3.37
Business Management AAB Entrepreneurship Option	3.29
Business Management AAB General Business Option	3.43
Business Management AAB Human Resource Management Option	3.36
Business Management Certificate	3.43
Business Pathway	4.29
CIS Computer Information Systems Certificate	2.29
CIS Programming Certificate	4.07
College Credit Plus	3.87
Computer Information Systems AAB: Business Systems	3.71
Computer Information Systems AAB: Cybersecurity	2.00
Computer Information Systems AAB: Systems Administration	3.00
Computer Information Systems Database Specialist Certificate	5.00
Criminal Justice AAS Degree	2.82
Criminal Justice AAS Degree: 25+ Fast Track	2.86
Early Childhood Education AAS	3.20
Electronics Engineering Tech AAS - Automation and Robotics	3.51
Electronics Engineering Technology AAS, Electro-Mechanical	3.77

ELT Automation and Robotics Certificate	4.29
ELT Electro Mechanical Certificate	1.71
Emergency Medical Technician Short-Term Technical Cert	4.29
Factory Automation Certificate	2.14
Health Sciences Pathway	4.29
Human Resource Management Certificate	3.71
IMT Industrial Operations AAS	3.71
IMT Operations Technology AAS	3.86
Industrial Operations AAS: 25+ Fast Track	4.43
Interactive Media AAB: Graphic Design	3.14
Interactive Media AAB: Web Development	3.57
Mechanical Engineering AAS Advanced Manufacturing	4.29
Mechanical Engineering Tech AAS Mechanical Design	3.38
Mechanical Transfer AAS	4.43
Medical Assistant Certificate	2.93
Medical Coder Certificate	3.00
Medical Laboratory Technician AAS	3.29
MET Certificate in CAD/CAE	2.86
Non Degree Seeking	0.71
Nursing AAS LPN Transition	3.57
Ohio 36-Transfer Module Complete	2.00
Paralegal Studies AAB	4.14
Paramedic Certificate	5.00
Physical Therapist Assistant AAS Degree	5.00
Pre-Nursing AAS	4.07
Real Estate Certificate	3.86
Social & Public Services Pathway	3.14
Social Services AAS	2.51
Unknown	2.20
Grand Total	3.38

Findings Analysis

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

Three out of the five results saw improved scores. The action plan goal from last year was achieved. The overall score by term was improved from fall to spring most likely due to the fact that students get more exposure to research projects and library marketing term to term. 86% of all students were able to identify all three methods of limiting results in library database searches in the spring 2023 compared to 80% in the fall of 2021. Understanding the value of peer-reviewed journal articles is also up 12% since the fall of 2021 (at 76% in spring 2023).

We also see that CCP students in their 1st year are now about the same score as other age cohorts in their 1st year.

Based on the reported results, what areas show room for improvement to the service?

The results for the number needed to access the library databases off campus dropped from 3.83-3.17. It is interesting, and somewhat confounding, that the Webflex instructional method scores much lower than either online or lecture. Also, the number of students knowing the number to access the library databases decreased, but the number who answered questions related to conducting research correctly increased.

Webflex courses are still significantly lower in scores than lecture and online courses. Working with faculty in webflex courses may be useful to ensure that modalities are not restricting service understanding.

Some programs see low scores. Areas such as Criminal Justice, Cybersecurity, and Social Service are examples of programs that would benefit from more connection with the library. It would be beneficial for faculty in these areas introduce the benefits of the library services with their students.

Last Year's Action Plan:

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
Conducting Research: Special Databases	Change the question for Psychology's database from Academic Search to Controversies and re-examine	Increase to 3.0

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.
Question was altered	Results improved from 2.43-3.22

AY2022 Student Affairs Meeting Action Plan (June 2023)

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
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.	Increase outcome results from 25% positive to 75% positive.
Number needed to access the library databases.	Use the schools 50 th anniversary to help spread awareness that the 1973 prefix for the library barcode number is the year we were founded as well as out address.	Increase results to 4.25
Number needed to access the library databases.	Better and increased outreach and communication to faculty teaching all courses, but especially web flex.	Increase results to 4.25

Student Supportive Services Assessment Report

Supportive Service	Records and Registration Services
Service Director/Coordinator	Amber Hare; Ethan Tauscher
Academic Year:	2022-2023
Reviewer	Office of the Registrar; Office of Enrollment Services; Office of Accreditation and Academic Effectiveness

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 6: Practical competence

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

Questions	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS	2022-2023	
							CCP	Non-CCP
# Students completing	57	100	7	50	47	85	37	62
Students who knew their student ID #	4.75	4.70	5.00	4.90	4.55	4.60	5.00	4.96
Identify the various forms related to records and registration.	4.63	4.10	4.08	4.10	4.33	4.33	3.84	4.15
Identify the differences and uses of official and unofficial transcripts.	3.40	2.45	3.13	2.78	2.96	3.09	3.10	3.26
Identify the different methods of registration.	3.54	3.38	4.54	3.90	3.93	4.34	4.02	4.03
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	3.16	3.35

Student Understanding of Registration Services by Term – All Students

Term	1st Year Student	2nd Year Student	Grand Total
Fall 2022		3.700	3.640
Spring 2023		3.332	4.024
Grand Total		3.387	3.857

Demographic Findings - All Learning Outcomes

- Note: This is the first year this data has been applied. The following information is the starting point for improvement.

Student Understanding of Registration Services by Instructional Method – All Students

Row Labels	1st Year Student	2nd Year Student	(blank)	Grand Total
Lecture	3.887	4.020	----	3.923
Online	3.275	3.838	----	3.509
Grand Total	3.387	3.857	3.580	3.572

Student Understanding of Registration Services by Instructional Method – CCP Only

	1st Year Student	2nd Year Student	Grand Total
Lecture	3.530	----	3.530
Online	3.305	3.831	3.432
Grand Total	3.336	3.831	3.443

Student Understanding Registration Services by Instructional Method – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
Lecture	4.091	4.020	4.065
Online	3.243	3.840	3.559
Grand Total	3.435	3.863	3.649

Student Understanding of Registration Services by Gender – All Students

	1st Year Student	2nd Year Student	Grand Total
Female	3.335	4.021	3.579
Male	3.618	3.487	3.550
Grand Total	3.387	3.857	3.572

Student Understanding of Registration Services by Gender – CCP Only

	1st Year Student	2nd Year Student	Grand Total
Female	3.321	3.825	3.402
Male	3.467	3.840	3.653
Grand Total	3.336	3.831	3.443

Student Understanding of Registration Services by Gender – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
Female	3.351	4.065	3.700
Male	3.675	3.369	3.513
Grand Total	3.435	3.863	3.649

Student Understanding of Registration Services by Race/Ethnicity – All Students

Row Labels	1st Year Student	2nd Year Student	Grand Total
Asian	2.880	-----	2.880
Black or African American	-----	1.760	1.760
Multiracial	3.613	4.520	3.840
Unknown	3.700	-----	3.700
White	3.372	3.895	3.585
(blank)	-----	-----	3.580
Grand Total	3.387	3.857	3.572

Student Understanding of Registration Services by Race/Ethnicity – CCP Only

Row Labels	1st Year Student	2nd Year Student	Grand Total
Unknown	4.680	-----	4.680
White	3.288	3.831	3.408
Grand Total	3.336	3.831	3.443

Student Understanding of Registration Services by Race/Ethnicity – Non-CCP

Row Labels	1st Year Student	2nd Year Student	Grand Total
Asian	2.880	-----	2.880
Black or African American	-----	1.760	1.760
Multiracial	3.613	4.520	3.840
Unknown	2.720	-----	2.720
White	3.463	3.913	3.700
Grand Total	3.435	3.863	3.649

Student Understanding of Registration Services by Generational Knowledge – All Students

	1st Year Student	2nd Year Student	Grand Total
No	3.217	4.067	3.553
Unknown	3.533	3.857	3.623
Yes	3.396	3.631	3.528
Grand Total	3.387	3.857	3.572

Student Understanding of Registration Services by Generational Knowledge – CCP Only

	1st Year Student	2nd Year Student	Grand Total
No	2.960	4.320	3.232
Unknown	3.477	3.761	3.541
Yes	1.440	-----	1.440
Grand Total	3.336	3.831	3.443

Student Understanding of Registration Services by Generational Knowledge – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
No	3.272	4.049	3.601

Unknown	4.200	4.080	4.128
Yes	3.592	3.631	3.615
Grand Total	3.435	3.863	3.649

Student Understanding of Registration Services by Pell Eligibility – All Students

Row Labels	1st Year Student	2nd Year Student	Grand Total
Did Not File	3.281	3.924	3.460
No	3.453	3.733	3.588
Yes	3.560	3.943	3.744
Grand Total	3.387	3.857	3.572

Student Understanding of Registration Services by Pell Eligibility – CCP Only

	1st Year Student	2nd Year Student	Grand Total
Did Not File	3.336	3.831	3.443
Grand Total	3.336	3.831	3.443

Student Understanding of Registration Services by Pell Eligibility – Non-CCP

	1st Year Student	2nd Year Student	Grand Total
Did Not File	2.480	4.110	3.567
No	3.453	3.733	3.588
Yes	3.560	3.943	3.744
Grand Total	3.435	3.863	3.649

Student Understanding of Registration Services by Academic Program – All Students

Row Labels	Average of Overall Score
Accounting AAB	4.147
Agriculture AAS	4.520
AS - Pre-Veterinary Technician	3.664
AS in Pre Nursing LPN-ADN Transition	3.800
AS in Pre Physical Therapist Assistant	2.920
Associate of Arts Degree	3.269
Associate of Science - Pre-Nursing	3.611
Associate of Science Degree	3.497
Aviation AAS: Professional Pilot	2.080
Banking AAB	4.040
Business AAB Marketing Option	0.840
Business AS Degree	3.947
Business Management AAB Business Management Option	3.820
Business Management AAB General Business Option	4.040
Business Management General Business Certificate	3.769
College Credit Plus	3.850
Computer Information Systems AAB: Cybersecurity	4.200
Computer Information Systems AAB: Systems Administration	4.200

Criminal Justice AAS Degree	1.480
Early Childhood Education AAS	3.595
Education Associate of Arts	4.200
Electronics Engineering Technology AAS, Electro-Mechanical	3.880
Medical Assistant Certificate	4.360
Medical Laboratory Technician AAS	4.520
Nursing AAS Registered	3.200
Ohio 36-Transfer Module Complete	4.160
Physical Therapist Assistant AAS Degree	2.700
Social Services AAS	3.053
Grand Total	3.572

Findings Analysis

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

Overall students are seeing an increase of understanding by non-CCP students across the board. All students know how to locate their student ID number and have a strong understanding of ways students can register for classes. Students show growth in their understanding as they progress through college. Nearly all demographics show an increase in the abilities in their second year, demonstrating student abilities increase in their understand of expectations as they go through their education.

About 60% of students could identify at least one use for an unofficial transcript by the spring in comparison to about 54% in the fall.

Based on the reported results, what areas show room for improvement to the service?

As this is the first year we separated CCP and Non-CCP, we don't know how the scores compare. There is evidence that CCP students are less aware of the expectations for registration than non-CCP students. We need to help students understand the differences between dropping and withdrawing from classes. This will also help us increase awareness to important dates throughout the school year.

1st generation students are less likely to understand the process, showing knowing who these students are would help to prepare them better as soon as they enroll. Online students also score lower than those on the Edison State campus.

There are some glaring program scores that show more exposure or guidance by faculty advisors would help their students including Criminal Justice, Marketing, and Physical Therapy Assistant.

Last Year's Action Plan:

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
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

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>

Increased communication about the difference between dropping and withdrawing and the effects on their academic standing	The goal was not met. We will increase the amount of emails that are sent and strategically send them closer to the deadlines

AY2022 Student Affairs Meeting Action Plan (June 2023)

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
<i>Example: #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
Identify uses for Official and Unofficial transcripts	Will create emails to go to students about the differences. These will go out closer to the end of the term.	Increase to 3.5
Increase awareness of dates revolved around Dropping and Withdrawing from classes.	Communicate important dates and deadlines with students utilizing more avenues.	Increase from 3.16 to 3.5

Student Supportive Services Assessment Report

Supportive Service	Tutoring Services
Service Director/Coordinator	Lisa Hoops/Leah Baumhauer
Academic Year:	2022-2023
Reviewer	Library and Tutoring Center Staff; Office of Accreditation and Academic Effectiveness

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	2022-2023
# Students completing	91	14	131	87	97	82	167
Student ID known	4.80	4.60	4.80	4.95	4.75	4.90	4.91
Usage of the Tutoring Center's resources	1.80	0.35	1.15	1.15	1.45	1.60	2.22
Identify the types of tutoring service modalities offered	3.55	2.83	1.90	1.88	2.53	2.23	3.59
Identify the services available through the Tutoring Center	3.53	1.91	3.21	2.30	2.48	2.83	2.54
One-on-One Tutoring							
# of Students	--	--	--	--	--	--	**
Demonstrate the ability to effectively communicate ideas and questions.	N/A						
Demonstrate the ability to work in groups.	N/A						
Demonstrate an increased understanding of the learning process.	N/A						
Demonstrate ethical decision making.	N/A						

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

Overall Score by Term	1st Year Student	2nd Year Student	Unknown	Grand Total
Fall 2022	2.39	2.44	5.00	2.49
Spring 2023	3.06	3.28	----	3.17
Grand Total	2.80	2.86	5.00	2.86

Demographic Findings - All Learning Outcomes

- *Note: This is the first year this data has been applied. The following information is the starting point for improvement.*

Overall Student Understanding of Tutoring Services by Instructional Method

	1st Year Student	2nd Year Student	Grand Total
Lecture	3.20	2.75	2.96
Online	2.72	2.66	2.69
Webflex	2.81	3.63	3.34
Grand Total	2.80	2.86	2.86

Overall Student Understanding of Tutoring Services by Gender

	1st Year Student	2nd Year Student	Grand Total
Female	3.12	3.18	3.17
Male	1.91	2.27	2.19
Grand Total	2.80	2.86	2.86

Overall Student Understanding of Tutoring Services by Race/Ethnicity

	1st Year Student	2nd Year Student	Grand Total
American/Alaska Native	----	2.33	2.33
Asian	----	3.33	3.33
Black or African American	2.23	3.11	2.67
Hispanic/Latino	4.17	4.56	4.36
Multiracial	3.11	----	3.11
Unknown	----	1.74	2.83
White	2.76	2.88	2.83
Grand Total	2.80	2.86	2.86

Overall Student Understanding of Tutoring Services by Age Cohort

	1st Year Student	2nd Year Student	Grand Total
Adult 25+ Student	3.46	2.86	3.07
CCP Student	2.52	2.53	2.52
Traditional Student	3.04	2.97	2.99
Grand Total	2.80	2.86	2.86

Overall Student Understanding of Tutoring Services by Generational Knowledge

Identified First Generation	1st Year Student	2nd Year Student	Grand Total
No	2.98	3.02	3.01
Unknown	2.70	2.56	2.74
Yes	2.74	2.61	2.66
Grand Total	2.80	2.86	2.86

Overall Student Understanding of Tutoring Services by Pell Eligibility

Row Labels	1st Year Student	2nd Year Student	Grand Total
Did Not Apply	2.64	2.86	2.72
No	2.91	2.93	2.93
Yes	3.15	2.77	2.88

Grand Total	2.80	2.86	2.86
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Overall Student Understanding of Tutoring Services by Academic Program

Row Labels	Average of Overall Score
Agriculture AAS	2.66
AS - Pre-Veterinary Technician	2.33
AS in Pre Medical Lab Tech	1.32
AS in Pre Nursing LPN-ADN Transition	4.00
AS in Pre Physical Therapist Assistant	3.66
Associate of Arts Degree	3.48
Associate of Science - Pre-Nursing	3.06
Associate of Science Degree	2.93
ATS - Welding	0.78
Business AS Degree	3.49
Business Management AAB Business Management Option	2.89
Business Management AAB General Business Option	0.20
College Credit Plus	2.75
Computer Information Systems AAB: Business Systems	2.23
Computer Information Systems AAB: Cybersecurity	1.93
Computer Information Systems AAB: Systems Administration	3.11
Computer Information Technology AAB: Business Systems	5.00
Criminal Justice AAS Degree	0.83
CRJ Computer Forensics AAS	3.44
Early Childhood Education AAS	2.44
Education Associate of Arts	5.00
Entrepreneurship Certificate	2.78
Interactive Media AAB: Graphic Design	2.28
Interactive Media AAB: Web Design	3.44
Interactive Media AAB: Web Development	0.20
Mechanical Engineering Tech AAS Mechanical Design	2.62
Mechanical Engineering Tech Cert in Advanced Manu Sys	0.20
Mechanical Transfer AAS	2.27
Nursing AAS LPN Transition	2.58
Nursing AAS Registered	2.57
Paramedic Certificate	2.89
Physical Therapist Assistant AAS Degree	2.29
Social Services AAS	2.93
Unknown	5.00
Grand Total	2.86

Findings Analysis

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

Two of the three results showed improvement. There was significant improvement in students being able to identify the types of tutoring services and modalities offered. Score increased from 2.23-3.59. There is a marked improvement with overall student scores from fall to spring semesters. This is most likely due to persistent marketing and faculty encouragement of use of the service throughout the academic year.

1st year students had higher scores than 2nd year students, which means we are connecting with the students sooner about the benefits of the service than later, which is a goal. We also see that the spring scores are higher than the fall, which show the strength of the action plan launched.

Based on the reported results, what areas show room for improvement to the service?

The ability to identify the services available through the tutoring center results dropped slightly, from 2.83 to 2.54. Amongst understanding of tutoring services by age cohort, CCP students rated the lowest which is, unfortunately, not a surprise as the department often gets asked if they are even eligible to use the service. Hopefully, the well-received tutoring center involvement in the high school counselor conference will help promote our tutoring services in the high schools.

There are some programs that would highly benefit from more exposure to the service. It would be beneficial to reach out to faculty to connect more frequently with their students (especially students in low scoring programs and students with academic alerts) about the benefits of tutoring.

Last Year's Action Plan:

<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
Campus Location	Alter question to include all campuses and ensure it aligns with orientation	Increase to 4.0

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>

Communication and online presence was altered to more clearly explain tutoring services.	Ability to identify types of tutoring services modalities increased from 2.23-3.59
Alter the Tutoring Center guide and schedule to promote our locations in a more direct approach.	Increase outcome results to 75%

AY2022 Student Affairs Meeting Action Plan (June 2023)

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
<i>Example: #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
Identify the services available through the tutoring center.	Improve communication with students, faculty, and staff to make clearer the various tutoring services available.	Improve from 2.54 to 4
Identify the services available through the tutoring center.	Alter question seven (Edison State offers two types of online tutoring?) to Edison State offers zoom tutoring and OhioLINK e-tutoring?	Increase outcome results to 75% positive.
One-on-One Tutoring	Develop a survey for tutors to complete if they met with a MTH 125S student for more than 30 minutes	Obtain data to compare to Gen Ed Outcomes

Student Supportive Services Assessment Report

Supportive Service	Veterans Services
Service Director/Coordinator	Joseph Ratermann
Academic Year:	2022-2023
Reviewer	Office of Advising

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 <i>Use a numeric scale 1-5 and descriptors such as the examples shown here.</i>	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	3	7	1
Student can identify the documentation required to access Veteran benefits	15	11	3	5	6
Student can identify the resources available to assist in the transition to student life	19	10	3	5	3
Student uses critical thinking when interacting with veterans of different diversities and experiences.	20	11	1	4	4

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	40		
Student demonstrates an understanding of the different types of Veteran benefits	4.5	3.69	3.7	3.93		
Student can identify the documentation required to access Veteran benefits	4	3.69	3.68	3.6		
Student can identify the resources available to assist in the transition to student life	3.50	3.69	3.77	3.93		
Student uses critical thinking when interacting with veterans of different diversities and experiences.	4.5	3.69	3.81	3.98		

Based on the reported results, are there positive indications for the program, and if so, what are they? **There was a slow, steady, overall marginal improvement. Metrics indicate that three of four areas slightly improved for an overall .55% improvement.**

Based on the reported results, what are areas improvement can be made?

No areas identified in which improvements can be made. Maintain current efforts.

AY21 Action Plan:

Outcome Needing Improvement	Planned Intervention/Change	Target Measurable Goal
<i>Example:</i> #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
All outcome	Continue what is being done and further assess next year	

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>
None were done	

--	--

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
<i>Example: #. Use good interpersonal skills and interact in a team environment by being open-minded to input from others.</i>	<i>Incorporate more group projects in curriculum. Include peer evaluations of assignments, reports, and group work.</i>	<i>Increase outcome results from 25% positive to 75% positive.</i>
All outcomes	Continue to push communications with veterans	Increase all by 0.1

Appendix: Supportive Service Quizzes and Rubrics

Accessibility and Disability Support Services Assessment Rubric

Accessibility and 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#

2. Rubric

	Student Never Can	Student Seldomly Can	Student Often Can	Student Frequently Can	Student Always Can
Knowledge acquisition, integration, and application: <i>Connect with resources identified by ADA to support learning</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge acquisition, integration, and application: <i>Identify and provide the correct documentation for ADA review</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge acquisition, integration, and application: <i>Identify policies and expectations surrounding accommodations</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intrapersonal Competence: <i>Develop study methods in line with accommodations</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Interpersonal
Competence:**

*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*



3. What semester is the student attending or will be attending?

- First Semester
- Second Semester
- Third Semester
- Fourth Semester
- More than Four Semesters

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.

Advising Services provide assistance to students navigating the college experience including course planning, career pathways, and transfer pathways.

While traditional students will meet with a Career Pathways Advisor, High School students meet with an Enrollment Manager.

Please help us analyze this service by answering the questions below:

1. What is your Student ID# (seven numbers starts with a 0... example 0299199)

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

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

* 3. Where can you view your program evaluation?

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

* 4. How do you locate the name of your Career Pathways Advisor/Enrollment Manager?

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

* 5. All students who have declared a major should meet with their faculty advisor to discuss what careers you may pursue after receiving your degree or what transfer options to a university are available. What semester should this take place in?

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

* 6. For a 3 credit course, how many hours of time commitment is required each week in the fall/spring?

- 3
- 6
- 9
- 12
- 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



Career Service 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.

Our Career and Job Services advisors are dedicated to helping students and alumni advance their professional development as they make career decisions, develop job search strategies, pursue experiential opportunities and secure employment.

Please help us analyze this service by answering the questions below:

1. What is your Student ID# (seven numbers starts with a 0... example 0299199)

* 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. Students receive emailed updates about CollegeCentral regularly. What is CollegeCentral.com/EdisonOhio?

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

* 4. The Holland Career Model and Typefocus are both types of

- Job Searching Websites
- Ohio Career Information Systems
- Career Assessments
- I don't know

* 5. 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

* 6. Which is not someone you can contact for job or apprenticeship help?

- Morgan Abney
 - Roger Fulk
 - Brandi Olberding
 - ARC Advisors
 - I don't know
-

Career 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#

2. Rubric

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

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.

The office of Student Financial Aid works to increase opportunities for student access to and success in higher education by helping students and their families seek, obtain, and make the best use of financial aid resources.

Please help us analyze this service by answering the questions below:

1. What is your Student ID# (seven numbers starts with a 0... example 0299199)

* 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 NOT result in FAFSA recognizing a student as independent from their parents and no longer require parental tax information?

- 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

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.

The Health and Wellness program is dedicated to providing resources that promote healthy lifestyle choices for our students, faculty and staff.

Please help us analyze this service by answering the questions below:

* 1. What is your Student ID# (seven numbers starts with a 0... example 0299199) If you do not know, please put your full name.

* 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. Edison State provides the Charger Station Food Pantries at all campuses. Which is not available at all Charger Stations?

- Take home meal supplies
- Grab and go snacks
- Toiletries and hygiene products
- All are available
- 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
 - All of these
 - 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. Dr. Jessica Chambers is the contact point for help with basic needs. Where can you find her on campus?

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

* 11. Edison State has a team who focuses on help students with life hardships. Which is the correct email to contact them State for help?

- Registration@edisonohio.edu
- Info@edisonohio.edu
- ResourceCenter@edisonohio.edu
- I don't know

IT Services Quiz

IT 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.

The IT Help Desk will respond to the needs of Edison State Community College stakeholders by providing technological support to help create a positive experience that actively contributes to Edison State's culture of student success.

Please help us analyze this service by answering the questions below:

1. What is your Student ID# (seven numbers starts with a 0... example 0299199)

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

- 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 Collaborate
- 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
- Zoom/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

Library 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.

The Edison State Library encourages students, faculty and staff, as well as community members—to explore and utilize their elaborate array of academic resources.

Please help us analyze this service by answering the questions below:

1. What is your Student ID# (seven numbers starts with a 0... example 0299199)

* 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
- 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

Registration and Records Assessment

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.

The Office of Registration and Records is responsible for the registration process and maintaining academic records of students who have attended Edison State Community College.

Please help us analyze this service by answering the questions below:

1. What is your Student ID# (seven numbers starts with a 0... example 0299199)

* 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 MyESCC
- 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 an 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

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.

Edison State Community College's Tutoring Center is committed to the success of students and support to the classroom to enhance professional and personal growth.

Please help us analyze this service by answering the questions below:

1. What is your Student ID# (seven numbers starts with a 0... example 0299199)

* 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

Veterans 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: <i>Demonstrate an understanding of the different types of Veteran benefits.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge acquisition, integration, and application: <i>Identify the documentation required to access Veteran benefits.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge acquisition, integration, and application: <i>Identify the resources available to assist in the transition to student life.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive Complexity: <i>Use critical thinking when interacting with veterans of different diversities and experiences.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>