

ASSESSMENT HANDBOOK

Co-Curricular Education and
Supportive Services

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Introduction to Assessing Supportive Services and Co-Curricular Activities

- (A) According to the Edison State Assessment Handbook for General Education, “Edison State Community College is committed to ongoing outcomes assessment for continuous improvement of student learning... The assessment process allows for the exploration of ways to continually improve student learning, the effectiveness of support services, and overall co-curricular benefits.”¹
- (B) 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, 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.
- (C) For co-curricular and supportive service assessment, the college focuses on the Council for the Advancement of Standards in Higher Education (CAS) as its learning foundation. These CAS were developed in 1979 to support the promotion of higher standards for student affairs and supportive programs. The council created six standards including providing learning experiences in:
1. **Knowledge acquisition, construction, integration and application:** Knowledge acquisition focuses on the ability to gather knowledge and resources from a wide range of sources to gain an understanding of a topic and connect it to their academic learning and everyday life.
 2. **Cognitive complexity:** Cognitive complexity focuses on the ability to critical and reflective think as well as use information for persuasive reasoning.
 3. **Intrapersonal development:** Intrapersonal development examines how programs and activities produce self-reflection, appraisal, or awareness as well as ethnical consideration.
 4. **Interpersonal competence:** Interpersonal competence focuses on the ability to build and maintain relationships, collaborate as a group, and demonstrate leadership abilities.
 5. **Humanitarianism and civic engagement:** Humanitarianism and civic engagement focuses on the ability to recognize, appreciate, and increase knowledge of diversity, civic and humanistic responsibility, and social justice.

¹ Edison State Community College (2015). *Handbook for the assessment of student learning*. Retrieved from http://www.edisonohio.edu/uploadedFiles/_Web_Assets/Documents/Institutional_Planning_and_Effectiveness/Assessment_of_Student_Learning/ESCC-AssessmentHandbook2015-2016.pdf

6. **Practical competence:** Practical competency focuses on managing personal affairs, goal setting, health and fitness, finances, technical literacy, and personal balance in life.²

(D) 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.

(E) 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

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

Types of Assessment

(A) Two types of assessments are conducted to measure student learning

- a. **Direct Assessment.** Direct assessments are assessments in which a staff or faculty member will directly assess the activities and work of students in their area. This will focus on assessing the student's abilities to achieve mastery of the learning objectives. An example of this is athletics, which uses rubrics to measure the growth of students based on their involvement in practices and games. These types of assessments will have tools created such as surveys and rubrics which will be required to be completed by the faculty, students and/or staff involved.
- b. **Indirect Assessment.** These will be assessments based on observations. Assessment can be based on the department analyzing reflections or surveys given, participatory or usage data, or the affects an increase of knowledge has on demonstrating the learning objectives. An example of this is the number of students who participate actively in a health and wellness event to learn about blood pressure. Areas using indirect assessments will be using different types of data collection methods which will change based on the event rather than a

² 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.

cornerstone tool. In these areas, the areas will choose a question related to their student learning objectives they wish to further research, which will be in line with the CAS being assessed that term.

- (B) Annually, student learning outcomes are assessed throughout their connected programs and services. The results of the assessments are evaluated and changes may be made to the programs and services in order to address deficiencies within student learning. Therefore, this assessment procedure allows Edison State to verify that students have increased their competency through personal and professional growth.

Process of Identifying Supportive Services and Co-Curricular Activities

- (A) Each of the services reported by the college are included in the assessment process. Co-curricular activities were identified by the assessment committee as avenues of learning. In collaboration with an assessment committee member, each of those areas identified a mission statement, measurable student learning objectives, and the connection to the Council for the Advancement of Standards in Higher Education (CAS) for categorization and timeline planning.
- (B) All student learning objectives developed by the programs and departments are done so in alignment with the Bloom's Taxonomy. Co-curricular activities and supportive services are connected to specific CAS standards. Identification with the CAS standards will allow for supportive services to maintain a rotating schedule of which CAS standards are assessed. This will follow the same pattern as the general education rotation. Co-curricular programs will be assessed on an annual basis.
- (C) Each program or department will have on file a matrix with their department or program's information (see figure 1). Depending on their categories, these are used to identify their CAS areas or the main objectives to be applied to the assessment tool. If the services change, the departments will be required to submit a new matrix. The matrix identifies the mission statement and purpose of the supportive service and co-curricular program, the student learning objectives, and which CAS standard the student learning objectives satisfy. The matrix is similar to those used in general education at Edison State Community College.
- (D) The matrix will serve as a form of a syllabus for each supportive service and co-curricular program area. The matrices will allow for the assessment committee and the Associate Provost of Institutional Planning, Effectiveness, and Accreditation to demonstrate how the supportive services and co-curricular programs each contribute to the different CAS standards for student learning. As shown in table 1, with the information from the matrices, the institution can demonstrate how multiple supportive services and co-curricular activities meet the standards to enhance student learning in the different CAS areas.

Categorization Program or Service Category Purpose Statement Mission Statement Student Learning Objectives						
1. 2. 3. 4.						
Connection of Student Learning Objectives to the CAS Learning Domains Matrix						
	CAS 1 Knowledge, Acquisition, Construction, Integration, & Application	CAS 2 Cognitive Complexity	CAS 3 Intrapersonal Development	CAS 4 Interpersonal Competence	CAS 5 Humanitarianism And Civic Engagement	CAS 6 Practical Competence
Student Learning Objective 1						
Student Learning Objective 2						
Student Learning Objective 3						
Student Learning Objective 4						
<i>Figure 1: Matrix worksheet</i>						

- (E) The assessment committee can use the matrices to help guide conversations for assessment plans in student services to ensure all six areas of the CAS are assessed each year for accreditation purposes. With the ability to see which services and activities meet each CAS standard, the matrices identify commitment to improvement based on the Higher Learning Councils (HLC) accreditation criteria including:
- a. 3.D. The institution provides support for student learning and effective teaching.
 - b. 3.E. The institution fulfills the claims it makes for an enriched educational environment.
 - c. 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

- d. 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs³.

By

CAS 1 Knowledge Acquisition, Construction, Integration, & Application	CAS 2 Cognitive Complexity	CAS 3 Intrapersonal Development	CAS 4 Interpersonal Competence	CAS 5 Humanitarianism and Civic Engagement	CAS 6 Practical Competence
Advising Career and Job Services Disability Services Financial Aid Health and Wellness IT Helpdesk Learning and Testing Center Library Orientation Records and Registration Speaking Events Student Clubs and Organization Veteran's Services Work Experience	Advising Career and Job Services Disability Services Financial Aid IT Helpdesk Learning and Testing Center Library Records and Registration Speaking Events Student Clubs and Organization Veteran's Services Work Experience	Advising Athletics Career and Job Services Disability Services Financial Aid Health and Wellness Learning and Testing Center Orientation Speaking Events Student Clubs and Organization Veteran's Services Work Experience	Advising Athletics Career and Job Services Disability Services Health and Wellness Learning and Testing Center Student Clubs and Organization Veteran's Services Work Experience	Orientation Speaking Events Student Clubs and Organization Veteran's Services	Advising Athletics Career and Job Services Disability Services Financial Aid Health and Wellness IT Helpdesk Learning and Testing Center Library Orientation Records and Registration Student Clubs and Organization Veteran's Services Work Experience

Table 1: Co-Curricular Programs and Supportive Services and their CAS Alignment

Process of Assessment

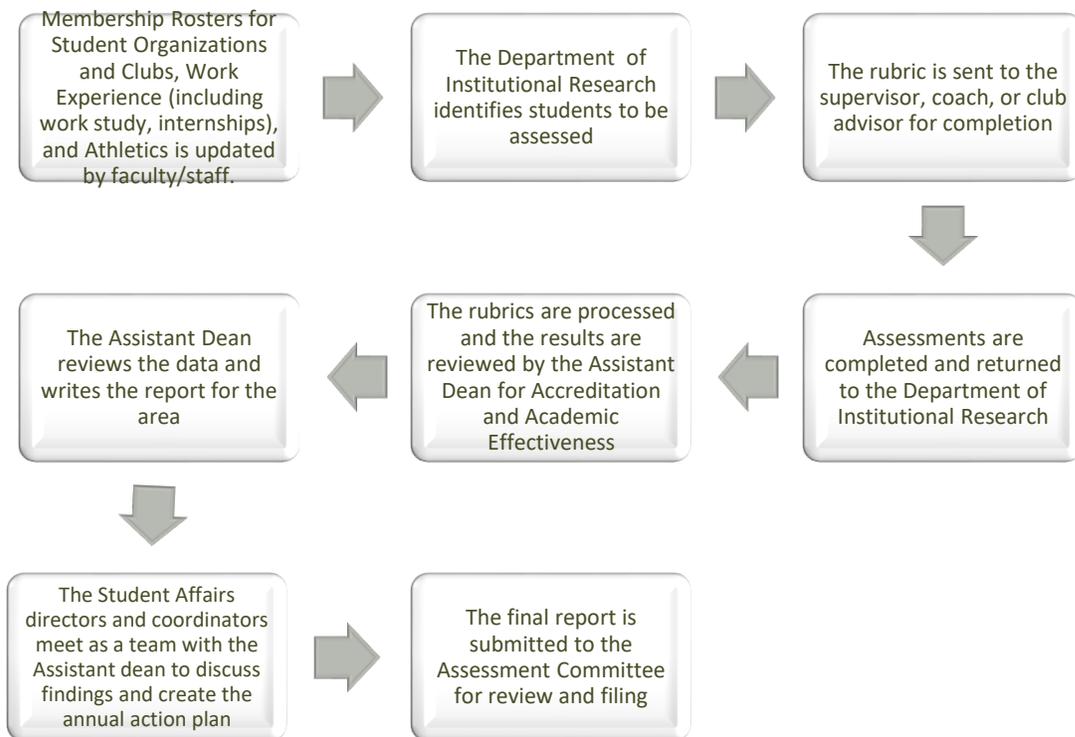
- (A) The Assistant Dean for Accreditation and Academic Effectiveness will work with the Dean of Student Engagement and department directors for supportive services and Orientation leaders to create an assessment plan to assess the student learning objectives each academic year based on data collected from the assessment quizzes. All assessment reports will be written and submitted to the assessment committee by the Assistant Dean
- (B) The Assistant Dean for Accreditation will also work with co-curricular program leaders for speaking events to ensure surveys are completed by students at events. All surveys will be collected and processed by the Department of Institutional Planning and Effectiveness.
- (C) The Assistant Dean for Accreditation and Academic Effectiveness will send the Athletic coaches and faculty advisors of student clubs and organizations assessment rubrics to be completed in the last few weeks of the spring semester each academic

³ Higher Learning Council. (2018, March). *Providing evidence for the criteria for accreditation*, pp. 5-6. Retrieved from http://download.hlcommission.org/ProvidingEvidence_INF.pdf

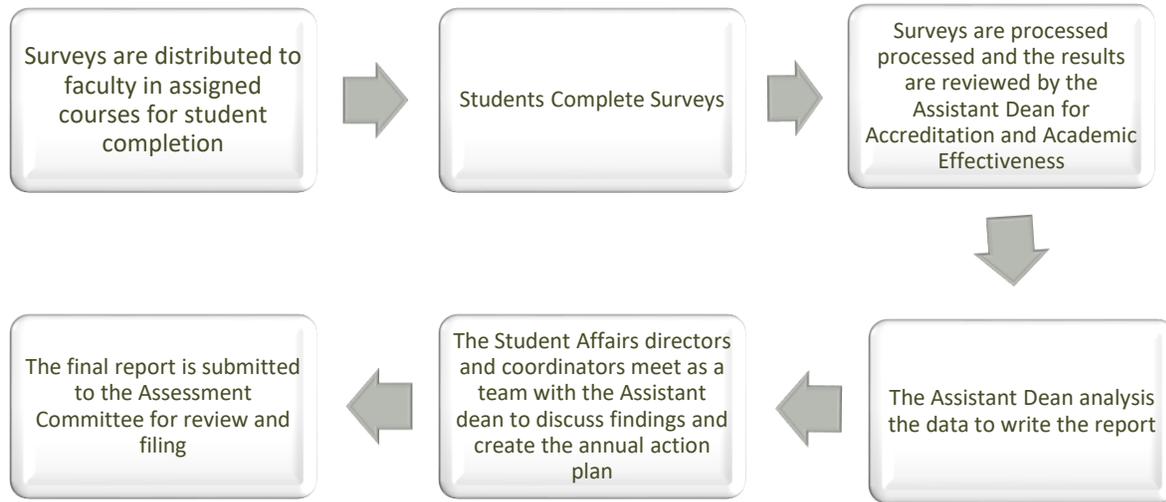
year. Supervisors will be sent assessment rubrics to be completed at the end of the fall and spring semester.

- (D) The Assistant Dean for Accreditation and Academic Effectiveness will meet with the departments to discuss the data and create recommendations for implementation. The future recommendations will focus on what quality improvements or changes need to be done within student affairs and/or the department and programs to help the student learning objective mastery.
- (E) The final reports will be processed and submitted to the Assessment Committee for yearly review.

The process for Rubric assessments includes:

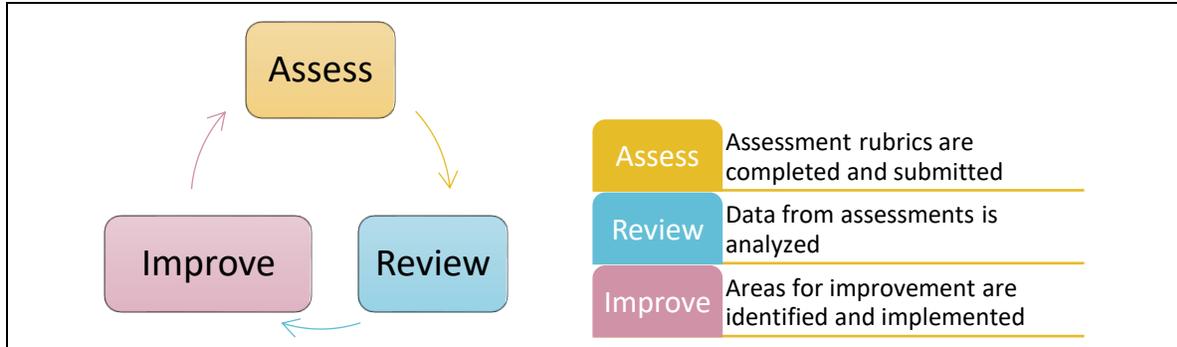


The process for Survey assessment:



Assessment Schedule

The assessment cycle for co-curricular programs and activities will follow a similar schedule to general education outcome assessments. Program schedule is based on amount of contact needed for assessment. For example, orientations and speaking events are one-time events therefore can be assessed at that meeting. However, Athletics, Working Experience, and Student Clubs and Organizations meet throughout the semester or year. Reports will be done annually for all co-curricular programs and activities.



	2022FS	2022SS	Between	2022US	2023FS	2023SS	Between	2023US	2024FS	2024SS	Between	2024US
Co-Curricular												
Athletics		Assess	Review	Improve		Assess	Review	Improve		Assess	Review	Improve
Student Clubs / Organizations		Assess	Review	Improve		Assess	Review	Improve		Assess	Review	Improve
Orientations		Assess	Review	Improve		Assess	Review	Improve		Assess	Review	Improve
Work Experience	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve
Supportive Services												
Accessibility & Disabilities Services	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve
Advising Services	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve
Career & Job Services	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve
Financial Aid Services	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve
IT Services	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve
Library Services	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve
Records and Registration	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve
Tutoring Services	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve	Assess	Assess	Review	Improve

Creating the Final Assessment Report

The Assistant Dean for Accreditation and Academic Effectiveness will work with department heads, faculty advisors, and activity directors to create the annual reports using the data collected. Reports will contain the following information:

1. The Mission Statement
2. Student Learning Objectives being measured
3. CAS Standards assessed
4. Results – Summary of the findings
5. Analysis – Reflection of findings
6. Recommendations – Recommendations for Improvement
7. Annual Action Plan to be completed

Report Template

Co-Curricular Group or Supportive Service	
Academic Year:	
Service Completer	
Assessment Reviewer	Assistant Dean for Accreditation and Academic Effectiveness

Student Learning Objectives of Area

CAS Standards Alignment

Completed by the Assistant Dean for Accreditation and Academic Effectiveness

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

Questions	2019FS	2019SS	2020FS	2020SS	2021FS	2021SS

FALL FINDINGS

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

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

SPRING FINDINGS

1. Based on the reported results, are there positive improvements for the service, and if so, what are they?
2. Based on the reported results what are the areas of improvement needed?

For annual evaluations in co-curriculars, only 1 section of findings is completed.

Comments/Recommendations for success or improvement:

To Be Completed By The Service Point Person

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

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

To Be Completed As a group at the Supportive Service Assessment Meeting between Spring/Summer Semesters

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

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

Co-Curricular Assessment

- (A) Co-Curricular learning is learning that takes place outside of the classroom. At Edison State Community College, co-curricular activities is separate from supportive services based on the type of learning occurring. Each of these areas had designated leaders and student learning expectations. While all under different umbrellas on campus, each are considered part of the student life experience at Edison State Community College. Under direction of the assessment committee in cooperation with the leaders of the programs, mission statements of the programs were designed to indicate the purpose of the program and student learning objectives for each of the areas were identified.
- (B) Areas identified as co-curricular programs as of Fall 2018 which will be assessed includes:
1. Athletics
 2. Health and Wellness Events
 3. New Student and CCP Orientation
 4. Recruitment Events
 5. Speaking Events
 6. Student Organizations and Clubs
 7. Work Experience
- (C) There are two types of assessments conducted for these areas. 1) All Events and Orientations will have students in attendance complete surveys and questionnaires. 2) Athletics, Work Experience and Student Organizations and Clubs will use created rubrics for each of the CAS to gain background on student growth.
- (D) All programs identified as co-curricular will be expected to provide learning opportunities to students involved. This will also allow the committee to investigate the level of involvement by the student body to identify needs and gaps that can be filled.
- (E) The Department of Institutional Research will handle the processing of the assessments to be provided to the assessment committee. Per board policy 3358-8-08, the department “serves as the Assessment Office for both institutional assessment and the assessment of student learning.”⁴ The department offers their services to include the co-curricular assessments into their workload as part of their dedication to the data processing for the assessment committee. The data will then be used as part of the accreditation examples. The assessment committee will work with the Associate Provost of Institutional Planning, Effectiveness, and Accreditation and the Director of Institutional Research on timelines for data collection deadlines and the time allowance for processing.

⁴ Edison State Community College (2015). *Handbook for the assessment of student learning*, pp. 1. Retrieved from http://www.edisonohio.edu/uploadedFiles/_Web_Assets/Documents/Institutional_Planning_and_Effectiveness/Assessment_of_Student_Learning/ESCC-AssessmentHandbook2015-2016.pdf

Assessment Tools and Matrices

- (A) Edison State Community College is dedicated offering students' resources to enhance the college experience. Through the understanding that learning does not exclusively happen in the classroom, Student Life at Edison State Community College offers a variety of co-curricular programs students can join to be more involved with the campus. Programs include athletics, student clubs and organizations, orientation, recruitment and speaking events, and work experience.
- (B) Matrices for each area include the purpose of the co-curricular activity, the measurable learning objectives, and which CAS standard it connects to (see Introduction to Assessing Supportive Services and Co-Curricular Activities for CAS definitions).
- (C) For each matrix, assessment tools developed will measure students involved with the co-curricular activity for their competency within the learning objectives. Included in this section are:
- a. Athletics
 - b. Orientation
 - c. Speaking Events
 - d. Student Clubs and Organization
 - e. Work Experience

Athletics

Athletics Mission Statement

Athletics is dedicated to providing opportunities for students to participate in intercollegiate sports.

Sports
Men's Baseball
Men's Basketball
Women's Basketball
Women's Softball
Women's Volleyball

Student Learning Objectives

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

Matrix

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge Acquisition, Construction, Integration, & Application	CAS 2 Cognitive Complexity	CAS 3 Intrapersonal Development	CAS 4 Interpersonal Competence	CAS 5 Humanitarianism And Civic Engagement	CAS 6 Practical Competence
Achieve a sense of self-identity and self-awareness						X
Demonstrate ethical decision making.			X			
Demonstrate the ability to lead, interact, and inspire as a member of a group.				X		
Develop meaningful relationships			X			
Demonstrate health and wellness techniques.						X

Assessment Tool: Athletics Rubric

Edison State Community College (2015) states in the board approved policy statement 3358-4-18 that “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.... Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.” (Edison State Community College Assessment Handbook, pp. 1)

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

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

Athlete Rubric

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

Level	5 Student always	4 Student frequently	3 Student often	2 Student seldomly	1 Student never	Score
Intrapersonal Competence: <i>Demonstrates the ability to make ethical decisions and weighs the implication of their decision</i>						
Interpersonal Competence: <i>Works well with teammates</i>						
Interpersonal Competence: <i>Offers suggestions to improve teamwork and cooperation</i>						
Interpersonal Competence: <i>Is willing to lead the team in activities during practices and/or games</i>						
Practical Competence: <i>Maintains a healthy workout and diet plan</i>						
Practical Competence: <i>Demonstrates professionalism by being on time or early to meetings</i>						

Student did not actively participate or dropped during the year and cannot be assessed _____

Orientation

Orientation Mission Statement

Orientation provides students with valuable information introducing the community college environment and resources available to assist in their transition to student life academically, socially, and emotionally.

Student Learning Objectives

1. Identify the available support services and their location on campus
2. Identify locations for textbook materials and requirements to obtain them
3. Identify the different student organization and clubs offered on campus.
4. Identify academic progress information in MyESCC
5. Identify resources and procedures in the Student Handbook
6. Demonstrate a basic understanding of the operations in Blackboard.
7. Identify the guided pathways offered at Edison State

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge Acquisition, Construction, Integration, & Application	CAS 2 Cognitive Complexity	CAS 3 Intrapersonal Development	CAS 4 Interpersonal Competence	CAS 5 Humanitarianism and Civic Engagement	CAS 6 Practical Competence
Identify the available supportive services and their locations	X					
Identify locations for textbook materials and how to obtain them	X					
Identify the different student organization and clubs offered on campus.	X					
Identify academic progress information in MyESCC	X					

Identify resources and procedures in the Student Handbook	X					
Demonstrate a basic understanding of the operations in Blackboard	X					
Identify the guided pathways offered at Edison State	X					

Students will complete these tasks via an online orientation. The gradebook will be downloaded each year to use for the assessment analysis

Speaking Events

Speaking Events Mission Statement

Edison State Community College Departments and Committees are dedicated to expanding knowledge outside of the classroom through speaking events and presentations.

Sponsors

Diversity Committee	The Diversity Committee will promote the understanding and valuing of human diversity in all its forms and will work to create a campus where people-- especially under-represented groups of people-- are valued, accepted, and included.
Department Events	Department events are dedicated to providing out of class opportunities for students to grow academically, socially, and culturally.

Student Learning Objectives

1. Identify avenues of connecting with people of other cultures.
2. Demonstrate critical thinking of how information connects to society today.
3. Connect knowledge acquired to academic programs and courses.
4. Demonstrate the ability to self-reflect on how the speaker's information connects the student's self-understanding.
5. Identify how the speaker's presentation helps appreciate cultural differences, social and civic responsibility, or a global perspective.

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge Acquisition, Construction, Integration, & Application	CAS 2 Cognitive Complexity	CAS 3 Intrapersonal Development	CAS 4 Interpersonal Competence	CAS 5 Humanitarianism And Civic Engagement	CAS 6 Practical Competence
Identify avenues of connecting with people of other cultures.					X	
Demonstrate critical thinking of how information connects to society today.		X				
Connect knowledge acquired to academic programs and courses.	X					

Demonstrate the ability to self-reflect on how the speaker's information connects the student's self-understanding.			X			
Identify how the speaker's presentation helps appreciate cultural differences, social and civic responsibility, or a global perspective.					X	

Assessment Tool: Speaking Events

Thank you for attending this event! Edison State Community College is dedicated to providing educational experiences outside of the classroom to fully enrich your education. In order to see how this event has enriched your experience at Edison, we ask you to answer the following questions. If you feel the question does not apply to this event, please select the N/A. Thank you for your participation at the event and in this survey!

1. The information presented by the speaker made me think about the world around us.
Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

2. I can see having conversations with others about the information presented today.
Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

3. The information from the presentation connects to a class I am in or have taken at Edison State.
Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

4. Please state which classes you find this information connects to:

5. I had no idea about anything that was presented today.
Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

6. The event has connected to me personally and made me think about myself.
Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

7. This event makes me think about critical issues in society.
Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

8. This event makes me think there is more I can do to better society.
Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

9. I learned avenues of connecting with people of other cultures.
Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

How does this information connect to society today? Please explain

What is the most important thing you took away from this event?

Which class(es) you have taken at Edison State did the information connect to?

Student Clubs and Organizations

Student Clubs and Organizations Mission Statement

Student Clubs and Organizations are dedicated to providing opportunities that will enhance student life while at Edison State and beyond.

Student Learning Objectives

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

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge Acquisition, Construction, Integration, & Application	CAS 2 Cognitive Complexity	CAS 3 Intrapersonal Development	CAS 4 Interpersonal Competence	CAS 5 Humanitarianism And Civic Engagement	CAS 6 Practical Competence
Demonstrate awareness of the impact diversity has on the global community.			X		X	
Demonstrate the ability to connect the program to the academic pathway and success.		X				X
Demonstrate the ability to effectively communicate ideas.						0
Explore the connection of career goals and interests	X					X

Achieve a sense of identity and awareness.			X			
Demonstrate ethical decision making.			X			
Demonstrate the ability to lead, interact, and inspire as a member of a group.				X		

Purpose of Each Student Club and Organization

Charger Music Society	The Charger Music Society aims to encourage and facilitate the pursuit and participation in music-related activities by students, faculty, staff, alumni and community members.
Creative Writing Club	The Edison State Creative Writing Club is dedicated to providing a venue for students to explore literary genres, give feedback to one another and pursue publishing opportunities. Students majoring in all disciplines are encouraged to join and use the written words to explore their creativity.
CRU Life	To provide a spiritual environment for Edison State students.
LGBTQIA+Alliance	The LGBTQIA+Alliance exists as a safe space for students in all stages of their gender identity and their straight allies. This club will focus on social support, social service, pro-active and informational activities.
National Society of Leadership and Success (NSLS)	To build leaders who make a better world. The Society is an organization that helps people discover and achieve their goals.
Phi Theta Kappa	To offer recognition for scholastic excellence and opportunities to serve the College and the community to develop broader knowledge and leadership skills.
Physical Therapy Assistant (PTA) Club	The Physical Therapy Assistant (PTA) Club is open to all students in Edison State's PTA program as well as any student interested in the PTA program. The mission of the student PTA Club is to promote the profession at Edison State and in the community through service and outreach.
Society for Business and Human Resource Management (SBHRM)	To provide business students with the tools, the knowledge and the know-how to be the best in their field
Student Senate	To serve as the voice of Edison State students in order to help make Edison State the best social, educational and community driven college.

Assessment Tool: Student Clubs and Organization Rubric

Edison State Community College (2015) states in the board approved policy statement 3358-4-18 that “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.... Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.” (Edison State Community College Assessment Handbook, pp. 1)

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

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

Student Clubs and Organizations Rubric

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

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

Humanitarianism and Civil Engagement: <i>Demonstrates awareness of the impact diversity in society</i>						
Practical Competency: <i>Demonstrates the ability to effectively communicate ideas</i>						

Student was not actively involved in the club therefore cannot be assessed _____ (check here if applies)

Work Experience

Student Life Purpose Statement

Edison State Community College's Student Life is committed to providing students the opportunity to participate in campus supported co-curricular activities to enrich a student's education, enhance student success, and their growth as global citizens.

Work Experience Mission Statement

Work Experience provides students the ability to gain practical experience through working in areas of their career focus and the departments of the college to support their educational experience.

Work Study
Apprenticeships
Internship
Service Learning

Student Learning Objectives

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

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge Acquisition, Construction, Integration, & Application	CAS 2 Cognitive Complexity	CAS 3 Intrapersonal Development	CAS 4 Interpersonal Competence	CAS 5 Humanitarianism And Civic Engagement	CAS 6 Practical Competence
Demonstrate the desire and ability to learn new tasks.	X					
Demonstrate the ability to effectively communicate ideas.						X
Explore the connection of career goals and interests	X					

Demonstrate the ability to self-reflect on application of learning to the position			X			
Demonstrates professional and career developmental skills						X
Demonstrates the ability to use critical thinking to solve problems.		X				
Demonstrate the ability to lead, interact, and inspire as a member of a group.				X		
Demonstrate professionalism and accountability						X

Work Experience Rubric

Edison State Community College (2015) states in the board approved policy statement 3358-4-18 that “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.... Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.” (Edison State Community College Assessment Handbook, pp. 1)

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

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

Work Experience Rubric

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

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

Practical Competency: <i>Develops professional and career development skills</i>						
Practical Competency: <i>Demonstrates professionalism and accountability</i>						

Student did not complete semester therefore cannot be assessed _____ (check here if applies)

Sample Report: Work Experience Assessment Report

Co-Curricular Education Assessment Report

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

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 4: Interpersonal Competence

CAS 6: Practical competence

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

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

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

Questions	2020FS	2020SS	2021FS	2021SS	2022FS	2022SS
<i>Demonstrates the ability to effectively communicate ideas</i>	4.58	4.83	3.88	4.45	4.45	4.38
<i>Develops professional and career development skills</i>	4.33	4.75	3.92	4.42	4.35	4.19
<i>Demonstrates professionalism and accountability</i>	4.42	4.75	4.16	4.30	4.16	4.10
<i>Overall Scores</i>			3.93	4.47	4.30	4.23

Demographics

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

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

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

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

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

Veteran Status	Average of Overall Score
Non-Veteran	4.24
Veteran	4.79

Grand Total	4.27
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Pell Eligible	Average of Overall Score
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No	4.10
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Yes	4.54
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Grand Total	4.27
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Academic Program	Average of Overall Score
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AS in Pre-Medical Lab Tech	5.00
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Associate of Arts Degree	3.81
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Associate of Science - Pre-Nursing	4.52
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Associate of Science Degree	4.13
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Business Management AAB Business Management Option	3.50
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Business Management AAB Entrepreneurship Option	4.86
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Business Management AAB General Business Option	4.86
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Computer Information Systems AAB: Business Systems	4.50
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Computer Information Systems AAB: Cybersecurity	5.00
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Early Childhood Education AAS	4.39
-------------------------------	------

Mechanical Transfer AAS	3.74
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Medical Laboratory Technician AAS	5.00
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Nursing AAS Registered	4.86
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Veterinary Technology AAS	4.71
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Grand Total	4.27
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FINDINGS

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

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

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

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

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

AY21 Action Plan

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

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

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

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

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

Sample Report: Student Clubs and Organizations

Co-Curricular Education Assessment Report

Supportive Service	Student Clubs and Organizations
Service Director/Coordinator	Dr. Jessica Chambers
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

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

CAS Standards Alignment

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

CAS 2: Cognitive complexity

CAS 3: Intrapersonal development

CAS 4: Interpersonal Competence

CAS 5: Humanitarianism and Civic Engagement

CAS 6: Practical competence

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

Questions	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i># Students Assessed</i>	4	25	37			
<i>Demonstrates the ability to connect club activities and information to career goals and interests</i>	5.0	4.22	4.19			
<i>Demonstrates the ability to connect the program to the academic pathway and success.</i>	5.0	4.11	4.07			
<i>Demonstrates the ability to self-evaluate and apply ethical decision making</i>	5.0	4.22	4.07			
<i>Demonstrates the ability to lead, interact, and inspire as a member of a group.</i>	4.0	3.89	3.78			

Questions	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<i>Demonstrates awareness of the impact diversity in society</i>	4.25	4.33	4.04			
<i>Demonstrates the ability to effectively communicate ideas</i>	4.0	4.11	4.19			
<i>Overall Scores</i>			4.06			

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

Overall Score for Skill Levels

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

Demographics

Overall Scores by Classification

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

Overall Scores by Age Cohort

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

Grand Total	4.056
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Overall Scores by Race/Ethnicity

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

Overall Scores by Veteran Status

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

Overall Scores by Pell Eligibility

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

Overall Scores by Program

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

Nursing AAS Registered	4.333
Physical Therapist Assistant AAS Degree	4.083
Undeclared	4.667
Grand Total	4.056

FINDINGS ANALYSIS

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

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

Based on the reported results, what are the areas that could use improvement?

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

Comments/Recommendations for success or improvement:

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

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

Intervention/Change	Effect/Results
<i>Example: Updated curriculum for X outcome/skill that was deficient, indicating 25% success in meeting outcome.</i>	<i>Following the change, students scored X% higher on the evaluation, bringing the overall score to 85% success.</i>
Ability to lead and inspire: Provided optional training through SOCHE	Made optional as the clubs are just coming back. Did not meet the target, however, did not see much change.
Communicate effectively – Did not implement as there was a role change	Will move to next year.

during the year that prevented this from being done	

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

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
Communicate effectively	<ul style="list-style-type: none"> • Students will take DISC or Myers Briggs to identify communication style of all members for better understanding • Provide training through United Educators or Safe Colleges to promote communication skills 	Improve to 4.25

Supportive Services Assessment

Supportive services are departments under academic and student affairs which assists students to support their educational goals. These areas overall conduct indirect assessment as direct observation of student learning is not always possible. The services provide important student learning, which may be done online, through demonstrations, or by performing actions without the need of assistance. Therefore, data collection for assessment purposes is based on solving research questions regarding the student learning objectives for the department. Data collection will be conducted through quantitative methodologies. While Career, Veterans, and Disabilities Services will assess the skills of those using the services, others will assess through surveys sent to students which ask questions to assess student knowledge for the learning objectives.

Surveys will be sent to students each semester in the fall and spring through specifically chosen courses. All students in those courses will complete the survey to assess what students have learned and understand. Disabilities, Veterans, and Career will complete rubrics after meeting with specific students using their services.

Courses chosen for the surveys include:

Service	Course Assessed
Advising Services	SOC 121S
Career Services	ACC 121S, AGR 101S, ALH 151S, CRJ 111S, EDU 111S, EGR 100S, LEG 110S, SSV 111S
Financial Aid Services	COM 121S
Health and Wellbeing Services	PSY 121S
IT Services	CIS 110S
Library Services	ENG 121S
Student Services (Records/Registration)	HUM 121S
Tutoring Services	MTH 125S

Supportive Services Matrices

The matrices for supportive services were created in cooperation between the assessment committee and the department directors for the following supportive service areas:

- Accessibility and Disabilities Services
- Advising Services
- Career Services
- Financial Aid Services
- Health and Wellness Services
- IT Services
- Library Services
- Records and Registration Services
- Tutoring Services
- Veteran Services

The matrices provide the mission of the supportive services, the measurable student learning objectives, how those objectives meet the CAS standards (See *Introduction to Assessing Supportive Services and Co-Curricular Activities*). The matrices are the main resource for the department to creating the assessment plans.

Accessibility and Disability Services

Accessibility and Disability Service Mission Statement

The mission of the Accessibility and Disability Services Department at Edison State Community College is to enhance each student's individual educational experience by preventing discrimination on the basis of disability. The right to reasonable accommodations allowing equal access to Edison State Community College programs and services for individuals with disabilities who request them, is ensured under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

Student Learning Objectives

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

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Connect to interdependency resources.	X					X
Identify self-identification documentation	X					
Identify policies and expectations surrounding accommodations	X					
Develop study methods in line with accommodations	X		X	X		
Develop communication and interpersonal skills in articulating limitations and needs in academics				X		

Develop a sense of personal responsibility
for maintaining accommodation
documentation and appointments

X

X

Academic IT Services

Academic IT Services Mission Statement

IT Services 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.

Student Learning Objectives

1. Identify the types of technology used on campus.
2. Identify the steps to changing passwords.
3. Demonstrate the ability to navigate Blackboard and Email.
4. Demonstrate effective communication for discussing issues and solutions.
5. Demonstrate critical thinking when considering ethical issues.

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Identify the types of technology used on campus.	X					
Explain the process of using the Papercut copiers.	X					
Identify the steps to changing passwords.	X					
Demonstrate the ability to navigate Blackboard and Email.	X					X
Demonstrate effective communication for discussing issues and solutions.						X
Demonstrate critical thinking when considering ethical issues.		X	X			

Advising Services

Advising Services Mission Statement

Advising Services are dedicated to providing assistance to assist students navigate the college experience and provide assistance with course planning, career pathways, and transfer pathways.

Student Learning Objectives

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

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Identify college readiness through placement assessment including multiple measures.	X					
Identify the courses required for degree, certificate, and fast track programs including prerequisites.	X					
Demonstrate the ability to navigate the Edison State website and MyESCC to locate information.	X	X				
Describe the 1 to 2 credit translation for time required in program completion.	X					

Identify milestones for degree program.	X					
Identify and interact with the program advisor and contact information.	X			X		
Explain how GPA affects academic good standing status and goals.	X					X
Incorporate career objectives including transfer considerations.	X		X			X

Career and Job Services

Career and Job Services Mission Statement

Career and Job Services is 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.

Student Learning Objectives

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

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Identify services and tools offered through career and job services.	X					
Identify the process for career decision making.	X					X
Develop solutions for barriers to reaching career goals.	X	X		X		X
Develop awareness of types of careers based on personality and interests.	X	X	X			X
Demonstrate the ability to conduct a job search for specific careers.	X	X				X
Create a resume of skills and qualifications.	X	X				X

Financial Aid Services

Financial Aid Mission Statement

The mission of the office of Student Financial Aid is 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.

Student Learning Objectives

1. Identify different forms of student financial aid.
2. Identify due dates and documentation required for financial aid.
3. Complete the FAFSA application to apply for aid.
4. Successfully retain academic eligibility for federal aid.
5. Use critical thinking to evaluate the impact of financial aid on their futures.

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Identify different forms of student financial aid.	X					
Identify due dates and documentation required for financial aid.	X					X
Complete the FAFSA application to apply for aid.	X		X			X
Successfully retain academic eligibility for federal aid.		X				X
Use critical thinking to evaluate the impact of financial aid on their futures.		X				X

Health and Wellness

Health and Wellness Mission Statement

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

Student Learning Objectives

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

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Develop a sense of health and wellness.			X			
Identify community resources to assist with barriers to academics.	X					
Identify activities provided on campus for maintaining health and wellness.	X					
Identify the connection between health and academics.	X					X
Initiate health literacy practices.	X			X		X
Develop awareness concerning physical, mental, and emotional health.	X			X		X
Identify resources available through health and wellness services.	X					

Library Services

Library Services Mission Statement

Edison State Community College's Library is committed to providing students, faculty, staff, and the community opportunities to explore and utilize an array of academic resources.

Student Learning Objectives

1. Identify location of the collections and resources in the library and online.
2. Conduct research of the library's resources including collections and online resources
3. Analyze resources for their accuracy, bias, and relevancy.
4. Identify the bibliographical information for sources to provide proper citing of a source.
5. Apply critical thinking to following ethical guidelines in the usage of information in research.

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Identify location of the collections and resources in the library and online.	X					
Conduct research of the library's resources including collections and online resources	X	X	X			
Analyze resources for their accuracy, bias, and relevancy.	X	X				
Identify the bibliographical information for sources to provide proper citing of a source.	X					
Apply critical thinking to following ethical guidelines in the usage of information in research.		X	X			

Records and Registration Services

Registration and Records Mission Statement

The Office of Registration and Records will respond to the needs of Edison State Community College stakeholders by providing excellent service, communicating accurate information, and providing a positive experience that actively contributes to Edison State's culture of student success.

Student Learning Objectives

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

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal competence	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Demonstrate accountability regarding rules, regulations, and deadlines.	X	X				X
Identify the various forms related to records and registration.	X	X				
Identify the differences and uses of official and unofficial transcripts.	X	X				X
Identify the different methods of registration.	X					
Identify the differences between add, drop, and withdraw and how it affects the academic record.	X	X				X

Tutoring Services

The Tutoring Center Mission Statement

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.

Student Learning Objectives

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

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Identify the areas and methods of tutoring available	X					
Conduct peer review of student work.		X	X	X		X
Demonstrate the ability to effectively communicate ideas and questions.						X
Demonstrate the ability to work in groups.				X		
Demonstrate an increase understanding of the learning process	X	X				
Demonstrate ethical decision making.			X			

Veteran's Services

Veteran Services Mission Statement

The mission of Veteran Services is to assist veterans and their dependents in obtaining educational benefits by guiding them through the proper process for attaining their eligibility, benefits and other needs.

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.

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

	CAS 1 Knowledge acquisition, construction, integration, and application	CAS 2 Cognitive complexity	CAS 3 Intrapersonal development	CAS 4 Interpersonal competence	CAS 5 Humanitarianism and civic engagement	CAS 6 Practical competence
Demonstrate an understanding of the different types of Veteran benefits.	X					
Identify the documentation required to access Veteran benefits.	X					X
Identify the resources available to assist in the transition to student life.	X					
Use critical thinking when interacting with veterans of different diversities and experiences.		X	X	X	X	

Sample Report: Financial Aid Services

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	