



Edison State Community College 2021-2022 Assessment Report

Co-Curricular Education

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

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Co-Curricular Assessment Overview

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

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

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

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

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

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

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

Co-Curricular Assessment Reports

Co-Curricular Education Assessment Report

Supportive Service	Athletics
Service Director/Coordinator	Nate Cole
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

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

CAS Standards Alignment

CAS 3: Intrapersonal Development

CAS 4: Interpersonal Competence

CAS 6: Practical Competence

(FALL/SPRING)

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

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

Questions	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

Overall averages: 2021-2022

Softball	4.30
Volleyball	4.71
Baseball	4.33
W. Basketball	4.74
M. Basketball	3.63

FINDINGS

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

Students have shown improvement in all areas over the last year. A significant jump of 0.3 occurred in leadership amongst the players. While this is still the lowest skill, the improvement has raised it to an approved level. Only 1 was noted for rarely demonstrating a skill. All other players were rated they occasionally, frequently, or always demonstrated one or more skills.

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

While women's sports are overall high in skills assessed, men's, especially basketball is lagging. While the target is 3.5 and above, which all do meet, this demonstrates room for improvement. The area with the smallest growth/lowest score is working as a team. Growth from AY21 to AY22 was only 0.03 and it remains the lowest rated skill amongst all players.

Comments/Recommendations for success or improvement:

As the first time an action plan will be created, it would be a good idea to get player feedback on best practices to address helping each other improve (how to give/take criticism and suggestions) and what they see as important leadership skills they would like to improve on.

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

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

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>Offers suggestions to improve teamwork and cooperation</i>	Expand new team building trainings to all sport areas	<i>Raise from 4.09 to 4.25</i>
<i>Is willing to lead the team in activities during practices and/or games</i>	Expand new team building trainings to all sport areas	<i>Raise from 4.09 to 4.25</i>

Co-Curricular Education Assessment Report

Supportive Service	Student Orientation
Service Director/Coordinator	Jordan Keith, Enrollment Manager
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

Student Learning Objectives

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

CAS Standards Alignment

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

CAS 3: Intrapersonal Development

CAS 6: Practical Competence

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

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

Time Management							
# Students Completing Training	N/A	723	1,032				
- Tips on Time Management	5	8.3	8.3				
- Planning Success	5	8.6	8.6				
Emailing							
# Students Completing Training	N/A	1,976	966				
- Response Time Requirement	5	9.6	9.7				
- Caps	5	7.5	7.5				
- BCC usage	5	8.3	8.4				
- Email Etiquette	5	7.8	7.9				
- Signature	5	2.2	3.9				
- Resetting password personal ID requirements	5	5.8	5.7				
- Password for Blackboard and MyESCC the same	5	8.9	8.8				
- Must use Edison State Email in Blackboard	5	8.1	9.7				
- Using Edison Email	5	9.6	8.2				
- SSPRM link identification	5	6.0	5.9				

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

FINDINGS

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

The average answer of students all remained high numbers with exception to career pathway identification, identifying clubs on campus, signature requirements in email, and how to reset the password. These are the only areas below 6.0. It should be noted that while students in the early assignment for password reset were low, by the time they reached their final quiz, which re-asks the question, students were able to correctly identify it. This shows that they learned throughout the entire orientation process.

There was a significant increase in the understanding by students of the requirements of using their Edison State email rather than a personal email (16%) to contact professors and other students.

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

There were several areas of decreasing around the location and types of services for student help. While the numbers are in an acceptable range, this should be an area of focus for the next action plan.

Comments/Recommendations for success or improvement:

Some information is outdated (new club names for example) so updating the page would help ensure. Add in information about Basic Needs (Charger Food Pantries, Resource Centers, Mental Health help, etc.)

3. 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>
Time Management: Created new resources to help students connect to time management tools	While scores based on all attempts did not change, the number of attempts by students to get the correct answers decreased showing improvement
Email Etiquette: Changed the wording of the signature question to better highlight important concepts of what to put in an email	Changing the wording did see an increase of 17% in correct answers.

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
Identify Services and Purpose	Add introduction to the new ASSIST tab and Student Resource folder in Blackboard/Blackboard Courses	Raise from 6.8 to 8.0
Updates	Add in new information about basic needs help and update old material on the page. -Update Disabilities Services section to new name -Add in link to Registration and Records Page (discuss forms) -Work to ensure all language is consistent with website	See increase on supportive service assessment quizzes

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				
<i>Demonstrates the ability to connect club activities and information to career goals and interests</i>	5.0	4.22				
<i>Demonstrates the ability to connect the program to the academic pathway and success.</i>	5.0	4.11				
<i>Demonstrates the ability to self-evaluate and apply ethical decision making</i>	5.0	4.22				
<i>Demonstrates the ability to lead, interact, and inspire as a member of a group.</i>	4.0	3.89				
<i>Demonstrates awareness of the impact diversity in society</i>	4.25	4.33				
<i>Demonstrates the ability to effectively communicate ideas</i>	4.0	4.11				

FINDINGS

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

Student skill level remains in positive levels. Student skills that were noted as the highest were the impact of diversity in society and the connection of the club activities to career goals. The understanding of diversity increased this year in comparison to the previous year, which could be due to more clubs becoming active. [Post Covid] It is also noted the ability to communicate ideas has also increased from the previous year by 0.11.

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

All skill areas except one dropped from the previous year. This is not something of worry as only one club was active in 2020 due to Covid. With an increase in student club activities, it was to be expected that they would decrease from a perfect 5.0. The area of most concern is the ability to lead and inspire. This area was the only area in which advisors stated the students rarely demonstrated the skill.

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.

5. 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>
N/A	

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

Outcome Needing Improvement	Planned Intervention/Change	Target Measureable Goal
Ability to lead and inspire	<ul style="list-style-type: none"> • Provide professional development by sending students to leadership conferences • Provide training through SOCHE • Require more in-person attendance at events they sponsor and hold students 	<i>Improve to 4.2</i>

	accountable when they do not meet the expectations	
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 	<i>Improve to 4.25</i>

Co-Curricular Education Assessment Report

Supportive Service	Work Experience
Service Director/Coordinator	Elizabeth DuBois
Academic Year:	2021-2022
Reviewer	Dr. Amanda Bylczynski

Learning Objectives for Student Learning

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 professional and career developmental skills
5. Demonstrate the ability to use critical thinking to solve problems.
6. Demonstrate the ability to lead, interact, and inspire as a member of a group.
7. Demonstrate professionalism and accountability.

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

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

Questions	2020FS	2020SS	2021FS	2021SS	2022FS	2020SS
<i># Students Assessed</i>	12	12	25	21		
<i>Demonstrates the desire and ability to learn new tasks</i>	4.58	4.50	4.16	4.55		
<i>Demonstrates the ability to connect career goals with work experience</i>	3.92	4.58	3.83	4.53		
<i>Demonstrates the ability to use critical thinking to solve problems</i>	4.17	4.09	3.84	4.60		
<i>Demonstrate the ability to lead, interact, and inspire as a member of a group.</i>	4.00	4.75	3.71	4.45		
<i>Demonstrates the ability to effectively communicate ideas</i>	4.58	4.83	3.88	4.45		
<i>Develops professional and career development skills</i>	4.33	4.75	3.92	4.42		
<i>Demonstrates professionalism and accountability</i>	4.42	4.75	4.16	4.30		

FINDINGS

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

Students participating in work study on campus overall showed a good ability to meet the learning objectives. Students showed the willingness and desire to learn new tasks and effectively communicate ideas across the board. 18 of the students in the fall continued as work study through the spring. Most students maintained their skill level or increased. A few decreased, but not significantly. One student was rated showing significant improvement from an average rating of 1 in the fall to an average rating of 2.3 (which while still low is great improvement)

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

While all areas show an acceptable range for student skills, the ability to demonstrate professionalism and accountability and the ability to communicate effectively dropped in AY22.

Comments/Recommendations for success or improvement:

Given the findings do tend to fluctuate, it would be a good step to focus on the two areas of decrease from AY21 to AY22 (accountability/professionalism and communication skills). There is a great SafeCollege on communication styles that could be done to help students learn more about communication skills as a start. Gathering information from supervisors of WS students on what issues they have had with professionalism and accountability to use to develop a short video as sort of an orientation would also be suggested.

7. 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>
N/A	First year of assessment

8. 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
Effectively communicate ideas	Require Work Study Students to complete the <i>Communication Styles and Skills</i> SafeCollege Trainin	<i>Rise to 4.5</i>
Demonstrates professionalism & accountability	Require Work Study Students to complete the <i>Customer Service Overview</i> SafeCollege training	<i>Rise to 4.5</i>

Appendix: Rubrics

Athletics Assessment Rubric

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

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

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

Athlete Rubric

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

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

Student Clubs and Organizations Assessment Rubric

1

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

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

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

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

Work Experience Assessment Rubric

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

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

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

Work Experience Rubric

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

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