ASSESSING STUDENT AFFAIRS: DESIGN AND IMPLEMENTATION OF ASSESSMENT
FOR SUPPORTIVE SERVICES AND CO-CURRICULAR EDUCATION

by

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ASSESSING STUDENT AFFAIRS: DESIGN AND IMPLEMENTATION OF BEST PRACTICES FOR ASSESSMENT OF SUPPORTIVE SERVICES AND CO-CURRICULAR EDUCATION

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ABSTRACT

Assessment is an important component of research for any college or university. The data collected provides important information for internal improvements needed to enhance the quality of education the institution. While academic divisions have been assessing programs and general education for a long period of time, assessing student affairs is still relatively new. Supportive services and co-curricular education however serve an important function to provide a full image of student learning. For this reason, accrediting agencies require data to be shown demonstrating learning is taking place outside of the classroom.

To begin assessment of supportive services and co-curricular education, the best place to start is with the best practices of institutions already assessing these areas. By examining the handbooks and practices of colleges and universities successfully assessing student affairs areas, specific aspects can be used to build a handbook for other institutions. Examination for best practices include important steps to development, the structure of student affairs, identifying the data collection team, steps to develop the mission statements and purposes of services and co-curricular education, creating student learning objectives to be assessed, tool development methods, steps to data collection, and how to report findings.

The product created for this dissertation uses the best practices of community colleges and universities to create a handbook for assessing supportive services and co-curricular education for Edison State Community College. By using current literature and exploratory meetings with leaders of departments, the author developed matrices with the mission and purpose statements and student learning objectives of supportive services and co-curricular
activities currently in place at Edison State Community College. Using the matrices created and best practices identified, the author developed tools to assess the different areas. This handbook will be used for internal improvements at Edison State Community College as well as data for accreditation purposes.

Key Words: Assessment; Student Affairs; Co-Curricular Education; Supportive Services
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CHAPTER 1: INTRODUCTION

Introduction

Within higher education, there is always room for improvement. Technology and culture change over time along with the needs of students requiring colleges to step back and look at their institution. This makes assessment an important component of quality assurance within institutions. Serban (2004) defined assessment as "the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (p. 17). Institution-wide, assessment provides a culture of evidence to assure stakeholders and accrediting bodies of the rigorous learning students receive at the institution. While assessment of general education is a common practice in many institutions, student affairs tend to be overlooked (Suskie, 2009). There are many reasons for this. Bresciani (2002) points to the time and training factor that there is no time, no clear benefits, employees worry the results could affect their jobs or reputations or thinking everything is already done well (p. 99). Having the time and the buy-in to complete assessment can be difficult. While employees who do buy-in want to help with the assessment process, the time is often not available due to other duties. Buy-in, however, isn't the only issue. Helfgot (2005) states that "becoming more data-driven is a special challenge for student affairs professionals because many believe what they do is difficult to measure" (p. 15). The issue of measurement can come down to what is being assessed as well. The struggle is to ensure student learning rather than employee evaluation is the focus of the assessment process.
Kisker (2005) argues that assessment in community colleges is lacking due to the necessary training and understanding of assessment, assessment procedures, and instruments. While most institutions will have someone with assessment expertise, different departments in community colleges can lack personnel leading to abandoning of assessment in certain areas of a college (p. 94). Serban (2004) adds that proper assessment of an institution requires researchers to understand the strengths, weaknesses, and limitations of a college as well as good training and communication (p. 24). Barriers exist, however the need to assess student learning outside of the academic classroom continues to gain focus as more pressure is put on colleges by accrediting bodies, their stakeholders, and the government.

**Reasons for Assessment in Student Affairs**

Assessment of Student Affairs is a necessary part of higher education. While the practice is widely accepted, some initially struggled to understand the purpose of assessment and what role it plays in the institution. The most commonly used definition by Upcraft and Schuh (1996) defines assessment as "any effort to gather, analyze, and interpret evidence which describes institutional, divisional, or agency effectiveness" (p. 18). Accountability, evidence, and improvement have become the primary bases of assessment.

In today’s society, community colleges work to respond to the needs of their community yet are often criticized for their foci. Either they are working on transferring too many students and not enough on the workforce or vice versa (Helfgot, 2005, p. 5). With diminishing budgets and demands for accountability, schools are assessing programs to provide evidence of their quality to the community they serve and those at the state and federal levels (Gardner & Milliken, 2014). In fact, Bresciani (2006) states “because legislators and government agencies increasingly observe institutional practices and are involved in institutional decision making,
accountability has become a prevalent concept and programmatic initiative” (p. 2). Initiatives to increase success rates are constantly being launched in order to better serve students such as the increasing pressure of budgetary control over the institutions to force more accountability and raise success rates of students.

Accountability is one of the major reasons for assessment. Rising costs of college, student loan debts, and low completion rates have brought more focus onto college institutions. Henning and Roberts (2016) note that “showing others what is happening at the institution may take precedence over focusing on improving the teaching, learning, and engagement” (p. 5). External stakeholders focused on the rising costs of higher education expect data to be visible to demonstrate how resources are used and how the resources will help increase degree obtainment. This is why, according to Schuh (2009), the Department of Education “made it clear that assessment of student learning outcomes needs to be central in the process of accountability” (p. 2). Legislators want to know how schools use the money they are given and meeting their mission statements (Erwin, 1991; Helfgot, 2005; Maki, 2010). Having viable evidence provides the information to maintain the confidence of the stakeholders that the education being received and the services provided are of the highest quality.

The community is a major stakeholder of higher education; however, recently the role of colleges has come under fire. The argument of whether college is important is raging within the current presidential administration and the public. According to McCambridge (2016), the American public does not agree with those “who deeply believe a college education is critical for the economic well-being of individuals, families, communities, and the nation” (para. 2). In fact, Smith (2017) notes how research shows the white working-class citizens do not believe college is needed for the workforce. This is supported by the findings of Jaschik (2017) who reported
that the current government's attitude towards higher education has diminished. He stated, according to a study conducted by the House Majority PAC, that attitudes among Republicans in Congress no longer believe that college is the path to success. This reflects the opinion of many Americans. According to a poll conducted by the Pew Research Center (2017)

A majority of Republicans and Republican-leaning independents (58%) now say that colleges and universities have a negative effect on the country, up from 45% last year. By contrast, most Democrats and Democratic leaners (72%) say colleges and universities have a positive effect, which is little changed from recent years. (para. 3)

The belief that college is no longer important counters evidence provided by Fain (2015) who argues that “a four-year degree has become a requirement for a good-paying job” (para. 1). Fain (2015) argues that wages for those with just a high school diploma or an associate degree have stagnated, while wages for those with a bachelor’s degree or higher continue to rise. Due to this debate, higher education institutions must work harder to prove their reason for existence and demonstrate the economic impact of obtaining higher education credentials. Colleges need to prove their value to the legislatures on a continuous basis. The more the mood shifts away from the value of higher education, the more scrutiny colleges come under. By providing evidence of their worth and the successes of graduates, colleges can prove their worth to their community.

One of the most important methods colleges use to prove their level of quality is through accreditation. Accreditation ensures that the institution meets the criteria of accountability. The six regional accrediting agencies are charged with examining institutions based on a list of standards required to ensure high levels of quality both in and out of the classroom (Schuh, 2010). While internal reviews are done, peer reviewers from the accrediting agencies explore practices and self-studies to ensure all objectives are being met (Busby, 2015; Henning &
Roberts, 2016). Henning and Roberts (2016) explain an accreditation agency “determines whether institutional missions are appropriate, institutions have the resources and activities to meet that mission, and the institutional objectives are appropriate and measured” (p. 6).

Accreditation processes and the push by the legislature have created the need for institutional leaders to maintain a level of accountability on how students are learning and what they are learning (Bresciani, 2012). By being accredited, a college is demonstrating to their stakeholders the details of their efforts to meet the high expectations of experts and other colleges.

Accountability requires all divisions of a college to prove their programs and services are meeting high standards of quality by building a culture of evidence (Oburn, 2005, p. 20). The National Council on Student Development (2014) concluded that "the role of accountability and the imposition of external mandates will require systematic assessment for all student development and services" (p.2) along with academic programs. Assessment should provide the data needed to make decisions regarding budgets, services, and programs (Helfgot, 2005, p.17). It also provides for evidence to make internal improvements to academic and co-curricular programs by providing specific data that can be used by faculty and student services for decision making (Busby, 2015, p. 47-48). For it to be successful, an assessment must be systematic and ongoing with clean processes for analysis. According to Kuh (1979), this process must include "(1) staff input, (2) flexibility, (3) availability of specific data, (4) realistic time demands, and (5) ease of compilation and simplicity of reporting" (p. 7). Having teams work to improve the institution as well as the opportunity to gather information from internal and external stakeholders helps address areas that may be lacking, which would not be possible without data demonstrating that deficiency.
There are two parts required for a college to build a culture of evidence. The first is the academics to show the effectiveness of the curriculum. The second is the successful contribution from programs within student services (Oburn, 2005, p. 19-20). The political atmosphere in some institutions, due to the organization of the college, leave student affairs either seen as secondary or in competition with academic affairs (Pickering & Sharp, 2000, p. 81). Pickering and Sharpe (2000) argue that "academic affairs and institutional research need to enlarge their discussion of student learning to include the contribution of out-of-class experiences to student learning that fall in the student affairs areas" (p.84). While student affairs areas are relatively new to operational assessment, "through assessment, student affairs practitioners will be considerably better positioned to improve their programs and provide proof of their accomplishments when resource allocations and other forms of support are in question” (Bresciani, 2002, p.98). Assessing student affairs helps find shortfalls in the culture of the college by and evaluating learning-centered programs. By having strong assessment practices in place, student affairs officers can demonstrate their place within student learning and compare the outcomes to where they want to be (Culp, 2005b, p. 81). With this information, they can then prove the need for specific services which have been a challenge for senior student affairs officers with resources tightening by providing data to justify the role of student affairs in student learning through direct and indirect evidence (Bresciani, 2002). They can also use this information to inform service improvements.

In analyzing the overall reason for assessment, Schuh (2013) summed up the argument in eleven elements of assessment that are required to create a solid culture of assessment including:

1. Recognition that a culture of assessment recognizes that assessment is a commitment of accountability to our stakeholders but also a commitment to continuous improvement.
2. A commitment to student affairs practice that we call positive restlessness and a commitment to continuous innovation.

3. Institutions with a culture of assessment are self-critical.

4. Data-driven decision making.

5. Assessments need to be conducted across the institution.

6. Using multiple forms of assessment contributes to a culture of assessment

7. Learning outcomes need to be identified and measured.

8. While someone needs to be in charge, all student affairs staff members should pitch in when it comes to assessment.

9. Results are communicated and acted upon.

10. Discretionary resources are used to seed assessment projects.

11. Assessment findings are rewarded with resources. (p. 91-96)

These elements provide the necessary requirements for developing evidence and processes to improve student learning, inform stakeholders and accrediting agencies, and provide quality support.

This was supported by Suskie (2009) who argued that assessment must be done to improve quality as well as maintain accountability. Suskie (2009) points out that assessment has multiple purposes including issue discussion, linking different areas of a college together, helping students learn, providing feedback, supporting decision making, and leading improvement. Assessment is the key to strategic planning as well as the growth of an institution. Bresciani (2011) argues that “assessment data yield information about potential strengths and weaknesses in planning, programming, and policymaking, and provide a systematic means for effective decision making” (p. 324). Therefore, assessment can be used to implement new strategic plans and create plans based on the needs of the school. Data is the driving force of
change culturally, academically, and socially. With the need to meet the expectations of so many stakeholders, institutions must work diligently to collect the information to prove its value and maintain the confidence of the community, government, and accrediting body.

**Theoretical Perspective**

Student involvement is one of the foundational approaches to the study of student affairs and its programs. Astin (1999) argues that the level of involvement students has outside the classroom impacts their level of success as they develop both cognitively and personally. He contends that it is possible to distinguish between involved and non-involved students. He states:

Thus, a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Conversely, a typical uninvolved student spends little time on campus, abstains from extracurricular activities, and has infrequent contact with faculty members and other students (Astin, 1999, p. 518).

Involvement is a key component in student development, which is at the forefront of student affairs. Fox (2008) and Gardner & Milliken (2014) argue that when students find themselves connecting with services on campus, they are more likely to be successful, as students can find a sense of belonging. Adding to this, Pascarella & Terenzini (2005) state the amount of time students engage with others can have a positive effect on the student's ability to be successful. This is supported by Gardner & Milliken (2014) who argue "the amount of time spent engaged in an activity, coupled with the level of effort applied by students in both academic and co-curricular settings, significantly impacts the growth and development of those students" (p. 3).
By being involved in student government, student organizations, honors programs, and athletics, students interact with peer groups more heavily which help develop the necessary soft skills. Helfgot (2005) states that "being in college is about developing an identity, a sense of purpose, and a sense of self; it's about developing life and career goals, meaning, and purpose… it's about developing soft skills that employers find important interpersonal skills, communication skills, leadership skills, and the ability to work as part of a team" (p. 9). Faculty-student interactions, as well as peer connections, also increase as they come together over a common interest (Astin, 1999; Culp, 2005a). This is one reason student affairs and their co-curricular programs are invaluable. Astin (1999) states "if an institution commits itself to achieving maximum student involvement, counselors and other student personnel workers will probably occupy a more important role in institutional operations" (p. 526). With student services often being overlooked as an area of assessment, the depth of the services and programs may go overlooked and lead to a lack of student involvement within the college.

By collecting evidence of the impact of services within student affairs, institutions can use the data to look for strengths and weaknesses within their areas to identify services and programs which can increase the involvement. Proving the worth and value of services is vital to identify how the sector of the college serves students and what areas to focus on to increase the involvement of the student within the college.

**Edison State Community College Assessment**

Edison State Community College (ESCC) has assessment practices in place, which have satisfied the requirement of HLC for many years; however, the focus of the assessments has always been academic. The current practice was approved in 2015 by the Board of Trustees requires ongoing assessment of general education outcomes as a method of quality assurance.
The resolution led to the creation of an assessment committee made up of faculty and a handbook regarding the handling of the assessment process. The ESCC’s *Assessment Handbook* (2015) states

Assessment is the process for ongoing measurement and continuous improvement of student learning at Edison State Community College and has specific and interrelated purposes:

- To improve student academic achievement;
- To improve teaching strategies;
- To document best practices;
- To identify opportunities for systemic improvements; and
- To provide evidence for institutional effectiveness. (ESCC, 2015, 4)

The handbook provides information about course identification, the assessment cycle, and tools for assessment. This handbook currently only applies to student learning in academic affairs.

While there is data related to student affairs assessment, it has been maintained mainly through external partnerships with the Noel-Levitz and Community College Survey of Student Engagement (CCSSE). Attendance and other empirical data are collected, however, ESCC’s student affairs have no formally written and published learning outcomes. Therefore, in order to meet the promise to students for a personal and rewarding educational experience, it is important for ESCC to expand its assessment practices to student affairs. This expansion to begin assessing student affairs is also important as a necessity for accreditation requirements. The Higher Learning Council (2007) states that "a focus on achieved student learning is critical not only to a higher education organization's ability to promote and improve curricular and co-curricular learning experiences and to provide evidence of the quality of educational experiences and
programs, but also to fulfill the most basic public expectations and needs of higher education" (p. 1). By creating an assessment handbook containing goals and tools for student affairs, ESCC will be further able to show data to support their commitment to student learning through demonstration of student learning outside of the classroom. By assessing student affairs activities, the college can learn about the success rates of their programs and identify where improvements can be made to better serve their students. This will help ESCC connect its practices to areas of higher learning and involvement and identify areas that could be further developed.

**Project Purpose and Significance**

The purpose of this dissertation is to research what information and steps are needed to create a solid assessment plan for initiating assessment in both supportive services and co-curricular education managed by Student Affairs at ESCC. This will include what needs to be included in the handbook, what tools will best fit student affairs, and how criteria should be designed. The current assessment committee of ESCC is focused on academics with membership containing only faculty and a representative from institutional research. This study will research the different departments of supportive services and co-curricular education within student affairs to develop the tools they need to be able to lead the assessment of their own programs as a subgroup of the main assessment committee using this new handbook.

The significance of this study is that it will help ESCC meet accreditation requirements, improve the services ESCC provides to students, and increase accountability to stakeholders. It will also examine the role of Student Affairs to determine the degree of learning by students from co-curricular education activities and supportive services. Based on data obtained from the tools this project will create, resources for Student Affairs can then be evaluated and included
more readily in strategic planning. This will assist ESCC in internal improvements and maintain the quality of programs in Student Affairs

**Definitions and Terminology**

There are terms that have been defined by leaders of assessment important to this research. These include:

- **Accreditation**: a peer-review process in which a college demonstrates proficiency and continuous improvement of quality based on established standards.

- **Assessment**: "the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba and Banta, 1999, p. 4)

- **Assessment cycle**: the rotation of data collection on different student learning outcomes to assess, review, improve, implement improvements, and reinforce improvements.

- **Co-Curricular**: Programs and activities conducted outside the classroom environment.

- **CAS standards**: Professional standards for student affairs created by the Council for the Advancement of Standards in Higher Education.

- **ESCC**: Refers to Edison State Community College, a college of about 3,500 students in Piqua, Ohio.

- **Focus Group**: A qualitative methodology measurement technique to interview a group at one time.

- **Direct Assessment**: An assessment which analyzes student learning through demonstration of abilities.

- **Indirect Assessment**: An assessment which reflects student learning through observation or the perception of student abilities.

- **Institutional Research**: A data-driven division of the college which maintains and collects data for strategic planning and accreditation

- **HLC**: Refers to the accrediting body of ESCC, the Higher Learning Commission.

- **Outcomes Matrix**: departmental identification form to identify which CAS standards departments meet and whether they are assessable or not.
• Rubric: An assessment tool used as a direct measurement of student learning for quantitative purposes.

• Student Learning Objectives: Measurable learning expectations of a department or program.

• Student Affairs: departments and programs which provide supportive services to students.

• Survey: A quantitative measurement tool to measure student knowledge.

• Questionnaire: a measurement tool consisting of writing questions for a quantitative and/or qualitative study.

Chapter Summary

Assessment of student affairs has been a growing movement since the early 20th century. The reasons for assessment are to ensure quality and rigor levels, meet accreditation requirements, uphold expectations of stakeholders, ensure accountability, and look for areas of deficiency and areas to strengthen. While assessment is common in academic areas, it is not as common in student affairs. This is the case at ESCC. The college has worked to collect data through surveys however much of the data is demographic in nature and does not connect in depth to student learning in specific services or co-curricular programs. In order to meet the requirements of HLC criteria for accreditation, the college must continuously examine not only academics but also co-curricular programs and services. By expanding to create a new process to assess student affairs, ESCC will be able to begin creating an institution-wide process of assessment where student affairs can work to change the culture of the college by providing evidence of the important work their programs do, which are often overlooked.

ESCC needs to design and implement assessment practices for of its Student Affairs’ supportive services and co-curricular education. A handbook of the requirements to complete assessment will be created based on the best practices and guidelines currently used by other
schools and in alignment with the literature concerning student affairs assessment and current practices at ESCC in academic assessment. Assessment of Student Affairs' supportive services and co-curricular education will provide evidence needed to demonstrate the quality of the areas as well as identify areas of improvement needed to enhance student learning. With the constant need to improve a cornerstone of community colleges in the current political atmosphere, presenting a full picture is a necessity. Therefore, the evidence must be collected to help ESCC continue to grow and maintain the confidence of the internal and external stakeholders.
CHAPTER 2: REVIEWING THE LITERATURE

Introduction

Extensive literature, dating back to the early 20th century informs the process of assessing student learning. This chapter examines the rise of assessment historically and a background of the components necessary to determine how assessment of student affairs should be conducted. By examining the arguments of experts and colleges already assessing supportive services and co-curricular education in Student Affairs, it is possible to identify best practices in assessment.

Experts have argued several commonalities as to what must be included in a handbook. First, the identification of the departments that have assessable co-curricular and supportive services are identified. Each student affairs department will have different opportunities to help students develop, therefore each must be addressed separately (Serban, 2004, p. 21). Then, mission statements, goals, and learning objectives must be created. The learning objectives must be measurable and focused on student learning. Next, assessment tools need to be created that can accurately measure student learning. Once this is done, the supportive services and co-curricular education activities run. The assessment tools are then used to measure student learning and their results are analyzed. The findings will be discussed, and suggestions made to address deficiencies. The activities are then reassessed to examine the impact of recommended changes and to continue to look for quality improvement in the activity or service. (Bresciani, 2002; Bresciani, Zelna, & Anderson, 2004; Levy, Andrews, & Langdon, 2017; Oburn, 2005; Taylor, 2014; Upcraft & Schuh, 1996). This method is the foundation of the assessment plans used by Alverno College, Colorado State University, Isothermal Community College, North
Arizona University, Youngstown University, Portland State University, and other colleges assessing student affairs. (Butcher, Saltonstall, Bickel, & Brandel, 2009; Jones, 2009; McKelfresh & Bender, 2009; Portland State University, 2011; Sanderson & Ketcham, 2009; Varlotta, 2009; Wagner, 2009; Youngstown State University, 2017; Zelna, 2009). This process is shown in Figure 1 modeled on Florida International University’s assessment cycle.

![Figure 1: Florida International University Assessment Cycle](image)

While this assessment cycle is heavily agreed upon, other researchers do add additional criteria. According to Bresciani (2006), there are nine criteria for developing good practices for assessment. These are:

1. Clear understanding of goals and expectation for program review
2. Collaboration
3. Use of results
4. Awards and recognition
5. Resources to support program review
6. Coordination of the process
7. Flexibility

8. Address barriers

9. An evaluation of the program review process (p. 63-97)

These practices help ensure it is clear what will be examined. Like the first step of assessment for Florida International University, knowing exactly what the goals and expectations are for supportive services and co-curricular programs are a must to be able to successfully assess their value to student education. Institutional personnel must also ensure that academic departments and co-curricular programs work together. While the leaders of the services and co-curricular education know their purpose, ensuring the objectives are measurable and not set as program evaluations is important. Therefore, without collaboration, there can be a disconnect, which could affect the outcomes of the goals. The collaboration must also include decisions on how to use the results. Having specialists in assessment involved will help direct the learning objectives creations. Collaboration will allow for the examination of multiple viewpoints and help to clearly connect learning objectives to departmental and institutional goals. By connecting to institutional goals, the assessment process connects to the continuation of internal improvement and accreditation.

Bresciani (2006) also argues for assessment personnel involvement to direct the focus of the review and for all data to be public knowledge. She states, “many institutions tend to focus too much on the process and forget that what they are trying to accomplish is to use the results from the outcomes-based assessment program review to improve student learning” (Bresciani, 2006, p.71). She adds as part of the focus to ensure all data is freely available to the stakeholders to maintain a positive relationship to the community. The positivity within the institution is just as important. By recognizing faculty and staff who have engaged in the process to assess
programs through award recognition, morale is increased as well as the buy into the assessment process. To make all this possible, however, the process and resources must be clear and supported. (Bresciani, 2006).

Evolution of Assessment in Student Affairs

In 1937, the American Council on Education released the *Student Personnel Point of View* outlining the roles and responsibilities of student affairs. Working hand in hand with academics, this publication would argue for institutions to provide specific services and co-curricular education options to students (Henning & Roberts, 2016). “In addition, the authors of the 1937 SPPV proposed a research agenda in four areas: student out-of-class life, faculty-student out-of-class relationships, financial aid to students, and a follow-up study of college students” (Henning & Roberts, 2016, p. 2). The authors claimed that while data existed about classroom and laboratory studies, little data had been collected on what they did outside of the classroom. The publication also spurred the discussion on the process to evaluate the services provided (Blimling, 2013). This concept was revisited after World War II by the American Council on Education which revised the document in 1949 and continued the push to assess outside of the classroom, encouraging the careful evaluation of the services performed by student services and the programs they offered.

The 1949 SPPV outlined the following criteria for evaluating programs: (a) student satisfaction and dissatisfaction with services should be assessed, either formally or informally; (b) faculty should be asked about their satisfaction and dissatisfaction with the student personnel program; (c) student use of services should be recorded; (d) staff development and training needs to be continually improved and recognized; and (e) the relationship between student personnel
staff and faculty and other staff needs to be evaluated for quality and cooperative efforts.

(Henning & Roberts, 2016, p. 2)

By adding the importance of evaluating the student services, assessment was gaining more foothold in student affairs.

By the 1960s, professional organizations began to emerge as a way to create a unified voice within the evolution of student affairs. These unified into the Council of Student Personnel Associations in Higher Education, also known as COSPA (Council for the Advancement of Standards in Higher Education, 2015). While COSPA was short-lived as it dissolved in 1976, the concept was soon adopted by new emerging groups. In 1979, development of assessment in student affairs continued to grow with the creation of professional standards by the Council for the Advancement of Standards in Higher Education, also known as CAS, which aimed to provide a venue to assess values and effectiveness (Council for the Advancement of Standards in Higher Education, 2015; Henning & Roberts, 2016; Hornak, 2014). In an effort to avoid politicization, “the purposes and objectives of CAS are highly focused on professional standards and assessment of practices, which enables members to collaborate around this designated purpose and the processes used to accomplish its mission” (Council for the Advancement of Standards in Higher Education, 2015, p.1). The CAS standards, which are based more on personal development, help support the call for student affairs to be the leader in iterations of student engagement activities (Council for the Advancement of Standards in Higher Education, 2015; Kuh, 2009). With the standards as the foundation, student affairs could then collect data to prove their credibility and contributions to student learning by assessing their programs. While assessment can be done by external units, having assessment done internally is desired as professionals in the college have better insight into their programs. CAS “promotes standards
within student affairs to encourage professionals to develop programs and services that are consistently incorporating student learning and development into the mission” (Hornak, 2014, p. 41). These standards include:

1. knowledge acquisition, construction, integration, and application;
2. cognitive complexity;
3. intrapersonal development;
4. interpersonal competence;
5. humanitarianism and civic engagement, and
6. practical competence. (Council for the Advancement of Standards in Higher Education 2015, p.3)

The promotion of these standards and their assessment helped establish a method of creating a culture of evidence within student affairs. They also connect to the involvement theory to assessing student affairs as a quality review of the services and programs that push for student engagement (Council for the Advancement of Standards in Higher Education, 2015). While they are heavily used in student affairs assessment, institutions will use them in different ways demonstrating there is no one universal method used amongst colleges.

In the 1980s, assessment in student affairs gained more traction as professionals in students affairs began to examine their programs from a student learning perspective. Officers in student affairs recognized the role co-curricular programs and supportive service played in the development of students, which led them to a new perspective of student affairs as educators, not just service providers (Henning & Roberts, 2016). In 1983, the American Council for Education stated one of the most important goals of student affairs was to “consider the student as a whole” (Helfgot, 2005, p.8) in order to develop the entire student, not just their cognitive abilities. This
was supported by the release of the * Traverse City Statement* in 1984 that stated the need for institutional leaders to "maximize student success through services such as... assessment, placement, orientation, academic advising, career planning, counseling, financial aid, and job and transfer placement" (Helfgot, 2005, p.10). The connection of student affairs programs to the student learning perspective led to the realization of the significant role student affairs plays in the education of students.

Assessment in higher education continued to expand in 1992 with the publication of *Nine Principles of Good Practices for Assessing Student Learning*. Published by the American Association for Higher Education, it provided criteria for overall assessment of areas of college institutions which were generalized enough to be expanded into student affairs. These include:

1. The assessment of student learning begins with educational values.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

5. Assessment works best when it is ongoing, not episodic.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.

7. Assessment makes a difference when it begins with issues of use and illuminates’ questions that people really care about.

8. Assessment is most likely to lead to improvement when it is part of the larger set of conditions that promote change.

9. Through assessment, educators meet responsibilities to students and to the public. (Henning & Roberts, 2016, p. 3)
This work led to the shift to assessment of student learning rather than just an evaluation of satisfaction. Reports such as *The Student Learning Imperative* and *Learning Reconsidered* urged higher standards for higher education, better communication, and the production of evidence on the part of higher education that students were being held to rigorous standards (Schuh, 2009, p. 3).

In 2006, the American College Personnel Association (ACPA) published *ASK Standards* which provide a guideline for student affairs personnel to conduct assessment in thirteen focused areas (Bresciani, 2012; Henning & Roberts, 2016). The framework was furthered with the publication of the National Association for Student Personnel Administrators' (NASPA) *Professional Competency Areas for Student Affairs Practitioners* which outlined the skills and attitudes needed to complete assessment in student affairs (Bresciani, 2012; Henning & Roberts, 2016; Munsch & Cortez, 2014).

The history of assessment demonstrates a changing culture within colleges concerning the role student affairs plays. By recognizing the impact student affairs can have on student learning and reimagining the division as educators connected it to similar standards as academic affairs. By looking at the programs and services an educational experience with objectives and goals, the division connects deeper to academic affairs and the necessity to uphold the same assessment standards to ensure quality.

**Student Affairs Structure**

For assessing student affairs, the structure must be outlined as to what departments fall under their jurisdiction in order to properly create an assessment plan. The structure of the division is important as it helps determine where information can be obtained (Levy et al, 2017). With the field of Student Affairs assessment still growing, the structures of Student Affairs to
decipher the best practices of colleges starts with the college handbooks for assessment referenced by leading assessment thinkers.

Many colleges, rather than list all departments separately, tend to compartmentalize them. Paradise Valley Community College in Phoenix, Arizona, compartmentalized their division into three main components including student development, student services, and learning technology (Dale, 2009). Alverno College in Milwaukee, Wisconsin, divided theirs into five areas including counseling and health, student services, the ministry, resident life, and the office of student services (Wagner, 2009). Frederick Community College in Maryland breaks their division into enrollment management, student development (which includes advising, disabilities, career services, and counseling), financial aid, student life, athletics, and IT (Haney & McClellan, 2009). Isothermal Community College in Spindale, North Carolina, breaks their student affairs into ten areas based on the support service they provide (Jones, 2009) much like John Carroll University in Ohio, which developed an eleven-unit system (Dean, Rombalski, & O'Dell, 2009).

There are also several schools who maintain management of student affairs under one umbrella including Colorado State University (McKelfresh & Bender, 2009), Northern Arizona State (Butcher et al, 2009), Northern Carolina State University (Zelna, 2009), Oregon State University (Sanderson & Ketcham, 2009), Pennsylvania State University (Burlingame & Dowhower, 2009), and California State University (Varlotta, 2009). While these are one division, some operate with directors in charge of different components.

Understanding the departments and divisions is important in order to effectively create and lead assessment. Identifying who will be involved helps with assessment planning; the purpose of assessment for each distinct area will be easier to decipher to make sure another unit on campus isn’t already conducting assessment in the same manner. (Levy, et al, 2017).
Data Collection Team

To create a protocol for assessing student affairs, Bresciani (2006) argues the importance of creating a well-represented, well-respected committee. Having a mixture of personnel from several departments will help build a well-informed process and determine what the needs of the committee are, its mission, and where it fits within the organization. While doing this, the committee needs to create an institutional culture based on organized roles and responsibilities. It can be determined at this point what types of professional development, administrative support, and time are needed. They can then use meetings and agendas which provide time to examine motives and create sustainable goals. Once the cornerstone of the committee and its purpose is in place, the committee needs to clearly articulate their expectations on the data they are looking to collect and how that data can be used to improve the different departments being assessed. The committee must decide how data will be collected, what needs to be reported, how it affects the department, and what resources are being allocated for the process. Having a solid line of communication between the committee and the departments helps to show the importance of assessment for quality improvement to increase buy-in (Bresciani, 2006).

It is also important to have members of Institutional Research involved as their extensive knowledge and training in research will assist the committee and help them understand the process (Pickering & Sharpe, 2000, p. 85-86). This is important as “lack of expertise is a major impediment to the effective use of assessment in higher education” (Serban, 2004, p. 23). Institutional researchers are experts in data sourcing and collection, which can help ease some of the time burdens for student affairs (Busby, 2015, p. 45). With the Institutional Research area of a college tracking key indicators and accreditation data, their involvement will help connect Student Affairs assessment to other institutional research. Institutional researchers can help
clarify the use of assessment tools to ensure the success of assessing programs. Success relies on knowledge of both the programs and skills in assessment (Serban, 2004). This collaboration will ultimately help the development of the assessments and evaluations that will be used. Having a partnership between Institutional Research and Student Affairs will also fulfill specific requirements of the HLC accreditation requirements as institutional researchers can guide student affairs on what data is needed for each criterion for accreditation. (Busby, 2015, p. 42-43).

Others who should be involved are faculty who should be a required part of the assessment team. In fact, Serban (2004) states that “ideally, a permanent core team comprised of selected faculty, deans, directors of institutional assessment, research and planning, placement assessment specialists (if available); and staff from student services are needed to provide guidance and support for the institutional assessment at various levels” (p. 25). Having this solid collaboration requires trust and appreciation for each other’s knowledge and skill set as well as regular communication (Pickering & Sharpe, 2000, p. 86-87). Collaboration between student services and faculty help ensure retention both in and out of the classroom to advance students through cognitive and personal development. Culp (2015a) adds to this that collaboration should extend as far as K-12 schools, mentorships, pre-college programs, and community businesses. Alverno College, Colorado State University, Isothermal Community College, John Carroll University, Northern Arizona University, North Carolina State University, Oregon State University and other institutions all created assessment teams which contained faculty and institutional researchers as well as personnel from student affairs to extend the knowledge base of their committee (Butcher, et al, 2009; Dean, et al, 2009; Jones, 2009; McKelfresh & Bender, 2009, Sanderson & Ketcham, 2009; Varlotta, 2009; Wagner, 2009; Zelna, 2009).
Professional development is also important to building a good culture of evidence. Committees can collect data, however without having a clear understanding of what it means to have a culture of evidence, the research may not meet the needs of the committee (Bresciani, 2006; Osburn, 2005; Pickering & Sharpe, 2000). Because of this, professional development must be included to ensure personnel working on assessment have the proper knowledge and necessary liaisons are created for collaboration and assessing the findings (Helfgot, 2005; Kisker, 2005; Osburn, 2005; Pickering & Sharpe, 2000). This is especially true for any qualitative research that may be conducted. Higher education institutions, both two and four year, all build in professional development into their committee's requirements to ensure those involved fully understand what they are collecting, why, and how to use the data (Butcher, et al, 2009; Dale, 2009; Dean et al, 2009; Jones, 2009; McKelfresh & Bender, 2009; Sanderson & Ketcham, 2009; Wagner, 2009; Zelna, 2009). If those involved don't understand the processes and reasons for the assessment, the validity of the research could be affected. This also goes along with buy-in. An example of a college that has worked to meet this need is the University of Wisconsin in Whitewater (UWW). UWW created an assessment institute to train and improve buy-in of faculty and staff. The institute, which is held in the summer, reviews assessment data, processes, challenges, topics of interest, for academics and staff to plan for the next assessment cycle (Cook, 2017). By including all who wish to learn about assessment, UWW has been able to successfully integrate professional development of assessment across campus divisions.

Mission Statement, Goals, and Purpose

To create an assessment plan, it is important to consider many parts. One of the first parts is the mission statement. The mission statement explains to the stakeholders what their purpose is (Bryson, 2011). Whether the mission statement is for the institution, division, or department,
there are several questions that must be addressed in a good mission statement according to Bryson (2011). These include:

1. Who are we?
2. What are the basic social and political needs we exist to meet or what are the basic social or political problems we exist to address?
3. In general, what do we do to recognize, anticipate, and respond to these needs or problems?
4. How should we respond to our key stakeholders?
5. What are our philosophy, values, and culture?
6. What makes us distinctive or unique? (Bryson, 2011, p.139-142)

While some college handbooks do not mention the mission statement, others provide freedom for developing them. Azusa Pacific University's Co-Curricular Assessment Handbook (2010) provides detailed instruction for their departments on how to create the mission statement, leaving it to them to decide rather than have it dictated to them. Portland State University's (2011) handbook also designates it the job of the divisions to decide upon their own mission statement. While some handbooks are vague on how to write mission statements, others, like Occidental College (2014) provide detailed requirements including basic functions, educational philosophy, values, and guiding principles. University of Central Florida (2008) requires a purpose statement, an indication of stakeholders, and functions and activities in the mission statements of each unit. The Community College of Philadelphia (2012) simply requires a mission statement connecting the division and department or program. The creation of the mission statement is based on the culture of the institution and focuses on understanding the issues of the department or division (Pickering & Sharpe, 2000, p. 81). Assessments done must align with the mission statements of the division and the institution.
Goals for the activities and services are needed to articulate the purpose of each and help focus the delivery of the program and/or service (Bresciani, 2006). Goals help define what students are to get out of those activities and services. The Association of American Colleges and Universities (2005) describes the necessity of learning objectives and goals as the foundation for direct evidence collection to determine the level of success at meeting the objectives. Having goals helps to focus the collection of evidence to demonstrate to stakeholders the value and success of the activities and services (Bresciani et al, 2004). The CAS standards can be used as a guide to writing overall program goals (Northwestern University, 2016). While the CAS can be used as an example, many institutions provide instructions to their divisions and units on how to design them in connection to the student learning outcomes (Azusa Pacific University, 2010; Community College of Philadelphia, 2012; Occidental College, 2014; Oregon State University, 2006; Portland State University, 2011; University of Central Florida, 2008).

**Student Learning Outcomes**

Student learning outcomes are essential to declare what types of student learning is conducted in each division. Stakeholders need to know what the purpose is and what will be learned to help see its value and benefits (Dale & Drake, 2005, p. 56). Helfgot (2005) argues learning objectives are needed to declare to students as well as to other departments what exactly students will learn through their programs and services (p. 11). Having the objectives clear up front, the stakeholders understand what is expected when engaging in the activity or services. Universities and community colleges set up learning outcomes differently. Some will use basic learning objectives provided by CAS while others will allow for the divisions to create their own (Komives & Smedick, 2012, p. 78-79)). While some areas, like general education, may have
similarities, in areas like student services, there may be more variety needed. This allows for each division to connect their unique methods to the learning objectives more clearly.

Serban (2005) also adds that effective assessment requires departments to have clear goals and values directly connected to the institution. These goals and values connect back to the question institutions must ask themselves when creating the mission statement. With values, part of the college mission, the connection of activities and their goals to that mission must be clear (p. 23-24). This is important as student affairs has a rollercoaster of issues due to possibly less stability as their purpose and role in the college comes under scrutiny more often than academics, which can lead to questions about their role in the institution (Helfgot, 2005). Given that Student Affairs is focused on all areas of student learning outside of the classroom, solid learning objectives are a must (Komives & Smedick, 2012, p. 78). Without solid learning objectives and evidence of their contributions, the activities and services can come under question as to how they serve the college and stakeholders.

Institutions have addressed this in many ways. Some like Azusa Pacific University provide their departments with the CAS Learning and Developmental Outcomes handout which provides the six CAS student outcomes, dimensions of the outcome domains, and examples of learning outcomes (Council for the Advancement of Standards in Higher Education, 2005).

These include the following:

1. Knowledge acquisition, construction, integration, and application: Understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life.

2. Cognitive complexity: critical thinking; reflective thinking; effective reasoning; creativity.

3. Intrapersonal development: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; spiritual awareness.
4. Interpersonal competence: meaningful relationships; interdependence; collaboration; effective leadership.

5. Humanitarianism and civic engagement: understanding and appreciation of cultural and human differences; global perspective; social responsibility; sense of civic responsibility.

6. Practical competence: pursuing goals; communicating effectively; technological competence; managing personal affairs; managing career development; demonstrating professionalism. (Council for the Advancement of Standards in Higher Education, 2005, p. 26-27)

Northwestern University (2016) also uses the CAS as their focal point by choosing four student learning outcomes for the division itself to focus on. Each of their departments then creates their own in line with the division outcomes. By doing so, they are able to break down for each of their four areas exactly what is expected for each as well as which programs, activities, and services are provided within each outcome. Weber State University (2016) also used the CAS to develop divisional learning objectives by expanding on four of the outcome domains into seven divisional learning objectives.

Another part of the creation of learning outcomes discussed in handbooks is the use of action verbs and Bloom's Taxonomy. The Bloom's Taxonomy requires the usage of action verbs to assess learning outcomes based on knowledge, comprehension, application, analysis, synthesis, and evaluation or the revised Bloom's categories of remembering, understanding, applying, analyzing, evaluating, and creating (Hutchinson Community College, 2016; Occidental College, 2014; Weber State University, 2012; Youngstown State University, 2017).

**Tools and Evaluation**

Osbum (2005) states "student affairs should select instruments that have the capacity to provide relevant data, use multiple data-gathering techniques to increase the ability to generate accurate pictures and recommendations, and always disaggregate data" (p. 24) through the
analysis of subgroups. The selection process of the type of tool and method to assess is crucial. When choosing a method of evaluation, there are several components that must be considered first. The audience, budget, time frame, analysis capabilities, and reporting of results should be considered prior to the creation of the assessment plan (Bresciani, 2006; Bresciani et al, 2004; Taylor, 2014). If there is not enough money or manpower to sustain a tool, then another should be selected. Also, it is important to consider is whether to use quantitative methods, qualitative methods, or a combination. Federal and state agencies tend to prefer quantitative data as empirical data is more focused on the overall picture rather than interpretive experiences; therefore, it has been a favorite of institutional research departments (Pickering & Sharpe, 2000; Van Note Chism & Banta, 2007). Quantitative methods are more useful on the larger scale to measure mastery of the student learning outcomes through rubrics, checklists, closed response surveys and pre-/posttests (Bresciani et al, 2004; Levy et al, 2016). One issue that arises, however, is that while statistical analysis can reveal specific effects, they do not have the ability to provide interpretation on how specific experiences impact learning differently or show potential ideas on improvement techniques (Harper & Kuh, 2007, p.6). When specific departments analyze the statistical data and see improvement is needed, the data lacks the ability to tell what particularly that improvement might need to be. Without the ability of a qualitative follow-up, the ability to reconcile the need with the approach to correct it may be lost.

There are many tools that can be used for quantitative research. Surveys are the easiest way to measure program effectiveness and student learning, which may be done at the time of service each time a student uses it or at different times in a year (Osburn, 2005; Schuh & Associates, 2009). They can also be used as collaborative assessments that cross the boundaries of departments and divisions to connect multiple areas of student services (Contreras-McGavin
One common method is with rubrics. Rubrics can be used to measure observed student learning for activities within campus organizations (Bresciani et al., 2004; Busby, 2015). There are several types of rubrics including a checklist, advanced checklist, simple model, and full model. A checklist simply shows student abilities. The advanced checklist rates the abilities as well as checks for them. The simple model provides more detail on what the rating scales require, and the full model has complete descriptions of the expected levels of mastery (Bresciani et al., 2004; Eckert, 2017).

However, for student affairs, more push is occurring for the use of qualitative methodology (Contreras-McCavin & Kezar, 2007; Museus, 2007; Pickering & Sharpe, 2000; Van Note Chism & Banta, 2007). This is because personal development, leadership skills, interpersonal skills, and other areas of CAS are not always assessable through quantitative methods (Contreras-McCavin & Kezar, 2007). Also, qualitative data gives more detail as to the experience of the student through observations, interviews, focus groups, reflections, e-portfolios, and open-ended questionnaire responses (Contreras-McGavin & Kezar, 2007; Levy et al., 2016) Qualitative research is often ignored for several reasons including the added time and resources needed to conduct the research and the challenge concerning the quality of the rigor and validity of the data (Harper & Kuh, 2007, p. 6). Another reason is the need for prior training to be able to successfully execute the tools and studies (Van Note Chism & Banta, 2007, p. 26).

There are many different qualitative methods that can be used to gather information. The first of these is the interview. An interview “is a conversation that has a structure and a purpose” (Merriam & Tindall, 2016, p. 107). Interviews are critical for discovering specific examples of student learning by students (Museus, 2007, p. 32). These can be either structured, which does not allow for deviation from pre-established questions, or unstructured, which allows for further
data purging (Schuh & Associates, 2009). This method allows the researcher to learn more about a phenomenon or experience that they cannot directly witness.

If time is an issue, researchers can gather similar data through the use of focus groups. Focus groups have the same purpose as an interview, however with multiple participants rather than one-on-one. Moreover, focus groups allow for interaction on a grander scale and easier access for consistency (Museus, 2007; Obum, 2005; Schuh & Associates, 2009). Gathering data at a larger scale, what one student says could trigger the memory of another to gather more details. Museus (2007) points out there is a danger that focus group data can be skewed as peer pressure can entice students to answer in the same manner as peers or suppress their opinion due to fear (p. 32). Schuh and Associates (2009) add to this that the size of the group could create issues as well.

Open-ended questionnaires can be used as a self-assessment tool. These guided questions help provide feedback by the student on their own work and knowledge which helps assess self-awareness (Contreras-McGavin & Kezan, 2007, p. 73). It can also assist with the detail needed to understand quantitative data on student satisfaction to identify areas of improvement (Van Note Chism & Banta, 2007, p. 21). With all of these, member checks can be used to ensure the validity and quality of the data collected (Harper & Kuh, 2007).

Observations can be used to gather further information. Museus (2007), who approaches it from a qualitative perspective, points out that it is useful for several reasons: (1), the researcher captures the context of the interaction; (2), the researcher has no perceived notions attached; (3) the researcher notices what participants might not directly be aware of; (4) the researcher can witness things not typically discussed; (5) the researcher is provided a well-rounded understanding of the behavior; and (6) the researcher can create connections through
interpretations and interactions of those being observed (Museus, 2007, p. 33). Observers can be (1) non-participating members of the phenomenon where they do not get involved; (2) observant of participants where they observe and those participating know they are being studied, but the observer does not get involved; (3) participate as an observer where the observer is involved and taking part in the activity; or (4) a complete participation where they fully immerse themselves in the activities (Schuh & Associates, 2009). Through direct observation, the research can learn from watching the actions of the participants and witness details that may never be brought up in an interview or focus group.

Action research is another qualitative study method. Ferrance (2000) explains that action research is common in education as a method of tackling issues to improve their quality. There are several different types of action research.

1. Technical action research guided by an interest in improving control over outcomes.

2. Practical action research guided by an interest in educating or enlightening practitioners so they can act more wisely and prudently.

3. Critical action research guided by an interest in emancipating people and groups from irrationality, unsustainability, and injustice. (Merriam & Tisdell, 2016, p.53-54)

Each of these provides a method for researchers to gather details through improvement rather than initiating data analysis. Rather it becomes a method of addressing what can clearly be seen as lacking success.

It is also important to note that data already exists. Document review can provide a wealth of knowledge and data that can be analyzed (Schuh & Associates, 2009). This is a cost-effective assessment possibility that is less obtrusive as the data is already available. Documents can provide more data than observations can produce and connections between written and recorded documents can be identified (Museus, 2007, p. 33). Data from this may be incomplete
or inaccurate, therefore careful examination is required (Schuh & Associates, 2009). However, there are several instances where it can be useful. For example, student affairs typically conduct entry-level assessments for placement, which can be used as data for research (Culp, 2005a, p. 38). Therefore, it is important to consider data already being collected when doing assessment.

**Methods of Data Collection**

Collecting the data requires consideration of which departments or programs will be assessed for which CAS standard. Sampling decisions will need to be made based on the type of assessment being used. Quantitative research can be done on a larger scale depending on if the research is longitudinal or immediate. In these cases, random sampling, stratified random sampling, or cluster sampling are typically used (Schuh & Associates, 2009). It is important to consider when using a quantitative tool if follow-up questions will be needed to collect more specific data based on what the quantitative data found. Oburn (2005) declared that follow-up questions are important as the information discovered may prove to be unclear or clarify clear indications of issues that need to be further addressed. The possibility should be included in the data collection plan (p. 24). For qualitative research, random sampling may be harder to organize; therefore, non-probability sampling is typical (Schuh & Associates, 2009). Schuh & Associates (2009) explain that identifying the measurement instrument, timeline, and resources needed are required. Once identified, questions must be created. All institutional assessment plans and handbooks, although there are similarities between them, are unique in how they instruct and relay the information.

Handbooks for different institutions give detailed instructions on this step. Azusa Pacific University (2010) separates the program activities that will be assessed, its learning objectives, the type of assessment that will be used, the timeline and who will be conducting the assessment.
The questions for the assessment are required to be attached to the information. Indirect assessments are the surveys, focus groups, and interviews. Direct assessments include student artifacts, portfolio, or examination.

The Community Colleges of Philadelphia’s Handbook (2012) contains a template which includes the program, what the department’s goals and outcomes are, the objective of the program, the assessment tools, additional data sources, a time link, and who will conduct the assessment. Definitions for each are provided as well as examples for their institution to follow.

Youngstown State University’s Handbook (2017) focuses its collection of data section simply on the types of assessment to be used. For each type (direct or indirect), questions are given to help the evaluator plan the collection. While it does link to its appendices for question creation, overall the section simply covers the steps of collecting, evaluating, and storing the data. This is similar to Portland State University’s Handbook (2011) which allows the departments to choose a quantitative, qualitative or mixed methods measurement technique and connects them to examples of direct and indirect assessments that can be used and when they are best suited.

North Dakota State University’s Handbook (2016) gives the background into the planning process for assessment both on the long term and short-term scale. However, this institution also requires that an external review take place every six years reviewing the assessment practices of the department. This is done on a rotating schedule to ensure a limited number of reviews being done each year.

**Reporting**

Commonly in student affairs, reporting of the findings is done through annual reports. Schuh & Associates (2009) argue findings should be relayed through both written reports and
oral communications. These reports should identify the audience, the components of the report, and recommendations. The findings should be included as the focus of the report (Schuh & Associates, 2009). Many of the college handbooks examined used templates as a guide for how to write the annual reports (Azusa Pacific University, 2010; Community Colleges of Philadelphia, 2012; Occidental College, 2014; Portland State University, 2011; Weber State University, 2012; Youngstown State University, 2017).

Chapter Summary

Overall there is a solid foundation for how to approach creating a culture of assessment in student affairs. A commonly used cycle and steps of assessment are in place throughout the country, which different institutions have included as the main portion of their assessment plans in their handbooks. The coordination of assessment is often done by an assessment team. The recommendation for these is to include members of institutional research as well as some faculty to collaborate and to share their knowledge and expertise. The assessment plans must include the mission statements, student learning objectives (with measurable behaviors), assessment methodologies and tools, and how reporting will be done. Handbooks of institutions from around the country show commonalities on how this is done; however, there is variation on how precise the details must be by the department or program. In the end, it is recommended that reporting be done through annual reports that can be shared among the different divisions.
CHAPTER 3: METHODOLOGY

Introduction

The creation of a student affairs handbook for ESCC will meet the college’s needs for accreditation, accountability, internal quality review, and service improvement. Based on the findings of the literature review, there are standardized requirements that must be included in the creation of the handbook. The population studied were supportive service departments and students through a mixed research methodology to create both qualitative and quantitative measurement tools to fit the department programs and activities. This chapter will discuss the study which took place to create the product for chapter 4. In order for the handbook being created to be the best data gathering tool, those involved with supportive services and co-curricular education must be consulted. The tools created need testing to ensure they are effective for gathering the necessary data for quality improvement and to meet accreditation requirements. Therefore, the research is a mixed study based on action research. Action research, which focuses on finding either “the most effective solution to a practice-based problem” (Merriam & Tindall, 2016, pp. 4) Action research is best suited for internal review as it allows for the research to gather evidence which will allow units to make changes to their programs. With the purpose of the product being created to help lead assessment in student affairs, practical action research helps to focus roles and responsibilities, create data collection methods, and improve on the practices being implemented.

There were several phases in this project. The first phase was the initial stage of data collection through current documentation to help identify what areas of student affairs can be
assessed and how the CAS standards are being met. The second phase was a creation stage in which matrices for the departments, sample tools, and procedures were created based on exploratory interviews and meetings. The third phase was the pilot study to conduct a small-scale test of the tools. The fourth phase was to use data provided by the Department of Institutional Research from the pilot study to create sample reports and build the handbook. Part of this phase was also to meet with each department to discuss the final copy of their area for tools, procedures, and reporting for approval and changes. The final stage was to obtain approval of the new handbook from all participants and assessment committee members to use as the unofficial handbook for assessing student affairs until the handbook is official.

**Phase One: Data Collection**

Data was collected from the Edison website, employee resources, and documentation shared on the company SharePoint to clearly identify the areas which were needed for the study. While most of the information was available through the *Campus Services* link on the Edison State homepage, some information had to be researched deeper as not all areas had the same material. Additional information was sought from the college president and provost as the college was undergoing a reorganization in the student affairs in 2018 due to the departure of the Vice President of Student Affairs.

The data revealed that ESCC's student affairs division is comprised of several areas. In charge of the overall division is the Dean of Student Affairs. In the area, student affairs are divided into several units. These units include Career Pathways Advising, Student Services, Student Life and Athletics, Registration, and Enrollment. Financial aid, previously under this umbrella, while still in the division Student Affairs area of the campus has been moved under the leadership of the Chief Financial Officer. Figure 2 represents the organization of Edison State
Community College's supportive services. All of the units except Student Life and Athletics are located in a one-stop center labeled "Student Services" on ESCC's main campus. The library and learning center operate independently of Student Affairs, however, is structured with supportive services. The director of the Library and Learning Center collaborates with the dean for supportive service needs. While a majority of those employed in these sections are full time, several areas have part-time workers including the coaches, career services, and financial aid process specialists. Under Student Success, there are three faculty who serve in the Academic Resource Center as advisors. There are also several personnel who are professional success advisors and serve in other roles performing the services for veterans, persons with disabilities, College Credit Plus students (students in high school), and athletic responsibilities. This requires the units to work together as each is connected by roles they perform.
While most of the areas in Figure 2 are simply supportive services, these areas are also the overall leads for co-curricular activities. All co-curricular activities are under the direction of the Director of Student Life and Athletics. While many are led by faculty on campus who serve as advisors for the activity, the management rests solely in student affairs.

The academic assessment committee will be included in this population as they will lead training on assessment for all student affairs personnel. The training will cover the reasons for assessment, how to use the tools created, and at the end of this project, how to successfully use the handbook created.
Phase Two: Creating the Matrices

The study to create an assessment handbook took place from December 2017 through July 2018. An Institutional Review Board (IRB) application was submitted to Edison State Community College and approved on July 17, 2017, and to Ferris State University and approved on November 14, 2017. In December 2017, the researcher conducted a secondary analysis of current information available concerning the departments and the co-curricular activities and created matrices for all areas of student affairs. As a beginning point for interviews, the researcher identified co-curricular activities, outlined what the student learning objectives are for each area, which activities meet which learning objectives, how they connect to the CAS standards, and whether the student learning be assessed or the activity be evaluated. Once the matrices are created, the researcher met with the directors in charge of those areas to discuss and approve the matrices. Interviews began in January 2018 with each director, and when requested by the director, other employees of the area. Prior to the meetings, each director was provided the tentative matrices which included the mission statement of the department, the purpose statement, the learning objectives, and which met which CAS. While at the meeting, the CAS was discussed as well as the learning objectives. Several directors either made changes to or added learning objectives to their departments. The researcher also met with the faculty advisors for all student clubs and organizations to discuss the same criteria. These interviews were unstructured in order to meet the individual needs of the departments and completed by the end of February 2018. All matrices created were then reviewed by the directors for final approval, which was received.

In February 2018, three student affairs employees were selected to join the academic assessment committee to be in charge of the co-curricular assessments in student affairs. They
began attending meetings in March 2018. Their roles will not commence until after the project is complete, however until then will attend meetings regularly to learn about assessment and the roles of serving on the committee.

**Phase Three: Pilot Study**

A pilot study was launched to test assessment and evaluation tools created for two co-curricular activities and three support services in March 2018. These will include the Speaking Events and Athletics for the co-curricular assessments and Financial Aid, Career and Job Services, and the Learning and Testing Center for supportive services.

**Co-Curricular Pilot**

The speaking events used a qualitative questionnaire to analyze what was learned by the students. These were given at two diversity events. First was a presentation Cesar Chavez as part of the Ohio Chautauqua on June 7, 2018. The second co-curricular event was a presentation on African Americans in Piqua history in June 2018. At both of these events, students completed the questionnaire at the end of the event while still fresh in their minds. This was the only qualitative research conducted in the pilot. This survey can be seen in Figure 3. The questionnaire was created to allow students to give information rather than rate the event. This allows for the consideration of focus at the event, the information they gathered, and how it connected to their learning.
The findings of this questionnaire had two parts. While the information gained from it was valid and helped, in this test run, to assess the how well the students met the learning outcomes for speaking events, several students did not complete the entire questionnaire. The analysis was that the survey was too long and had too much qualitative focus. The findings for
this questionnaire demonstrated the need to amend the speaking event questionnaire to be more of a mixed study questionnaire. This will redirect the assessment to becoming more of an indirect assessment, however, it will help increase the usage of the form to gather more data.

When designing tools for the athletic department, it was recommended to use a rubric based on participant observation. The rubrics were sent via the Department of Institutional Research in April 2018 and gathered back over the summer. The students chosen for the survey were chosen by the Department of Institutional Research as students being regularly assessed in the general education areas. This would allow additional research to examine how different students are meeting the overall objectives of the college by examining their entire educational fingerprint.

This rubric, shown in Figure 4, allowed for the coaches to assess the growth of their players while covering all learning objectives each academic year. The findings were aligned with expectations for where athletes would be for student learning. The coaches reported the rubrics were easy to follow and were not time-consuming. Given their similarity to the general education rubrics, the Department of Institutional Review was able to easily create a spreadsheet of the data following similar criteria. This also allows for the easy matching of students in Athletics to their corresponding general education findings to examine their full educational fingerprint. Due to these findings, no changes were identified, and the rubric was finalized.
Co-curricular Assessment: Athletics

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.

**Athlete Rubric**

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

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

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

Student Name __________________________ Student ID __________________________

*Figure 4: Athletic Assessment Rubric, Edison State Community College Pilot*

The supportive services pilot focused on three areas only: Career Services, Financial Aid, and the Learning Center. The pilot focused on CAS 1: Knowledge Inquiry to examine how well current actions are increasing student knowledge of the areas. The questions were designed to
answer the learning objectives and serve as a starting point for future assessment. The survey, which is found in Appendix A, was sent out via email through the Department of Institutional Research to all ESCC students. The survey was open from April 2, 2018 – April 25, 2018. The data was then turned over to the researcher in the form of a spreadsheet. In total, 344 students of the 2,981 students enrolled at ESCC that semester completed it (M Walters, personal communications, June 24, 2018). The survey results showed the survey was too long for a voluntary survey. Several did not complete the entire survey. However, the data provided detailed information about the lack of information students had in important areas and provided ample room for improvement.

**Phase Four: Final Reports from the Pilot**

The researcher used the findings of the pilot to create a sample report for the handbook and met with the employees of the affected areas to go over the findings in June 2018 to discuss the findings and complete the last part of the final report. The sample reports were created similar to the reports of several colleges studied for best practices. Each final report has five headings to guide the writer of the data needed to be completed by the divisions, which were done by the research for the sample reports. This includes the department mission statement, which student learning outcomes are being assessed, which CAS Standard is assessed, the assessment results, and analysis and future actions. The reports overall were all one-to-two pages in length, which ensures the project will not be too time-consuming for the employees to complete. The reports allowed for the explanation of the results and inclusion of charts using the data provided by the Department of Institutional Research.

Upon meeting with the department directors, the data shared showed areas of weakness and strength in each department. The data overall showed a lack of student knowledge in several
areas, which was expected. The department directors then discussed with the researcher possible future recommendations for their departments to address weaknesses. These discussions were added to the final reports then emailed to the director for approval of the final report. The reports were then shared with the Associate Provost in the Department of Institutional Research to ensure the reports aligned with the needs for the accreditation process. Overall, it was found the report format is satisfactory for its purpose. The research proved the need to focus on educating students more on the supportive service areas to improve student success.

**Phase Five: The Final Product and Review**

The product was created using the same formatting as the existing assessment handbook.

The handbook includes the following:

- **A. Introduction to student services and co-curricular**
- **B. Types of Assessment**
- **C. Process of identifying and Assessing**
- **D. Co-Curricular Assessment**
  - a. Schedule of Assessment
  - b. Tools and Matrices
  - c. Creating the Co-Curricular Assessment Reports
- **E. Supportive Service Assessment**
  - a. Assessment Plan Creation Steps
  - b. Matrices for Supportive services
  - c. Creating Supportive Services Final Assessment Report

The assessment committee, Provost, Associate Provost of Institutional Planning, Effectiveness, and Accreditation and Dean of Student Affairs were provided copies of the
handbook for review in August 2018. Recommended changes were received by committee members through email to amend the draft of the handbook. While co-curricular education assessments are set with no changes needed after the final draft, the supportive services will have the ability to focus their annual assessments on areas of deficiencies or to align with strategic planning. The timeline created aligns with the general education timeline to have a three-year rotation and allow for review and changes to the tools to be conducted in stages in a similar manner as the general education rubrics. The handbook was overall accepted by all areas with the supportive services and assessment committee to begin use in the spring 2019 semester.

Chapter Summary

To create an assessment handbook for Student Affairs for Edison State Community College, the researcher was able to identify the best practices of other colleges and universities needed to go into the handbook. Following their guidelines, the researcher created matrices with student learning objectives and connected them to the CAS standards. This allowed for the different departments and researcher to discuss how they would want their data gathered and tools to be created. The pilot tested the tools and showed areas needing more review or tactics that would need to be changed to be the most effective. The pilot data was effectively used to create sample reports to add to the handbook for directors to use as examples when writing reports in the future.
CHAPTER 4: THE PRODUCT

Introduction

The product created, an assessment handbook for student affairs, has been divided into two categories: Co-curricular and student support services. This will allow for the addition of other areas of the college, like the library and learning center, which are connected to student affairs through CAS outcomes. The final product provides the background of each area in student affairs including the learning objectives declared by each department. These were used to create the tools for assessment and tested through a pilot. The final reports in the handbook, which are to be used as guides for writing the reports, are the results from the pilot conducted.

By using this handbook, Edison State Community College will have the ability to provide data in their system portfolio to demonstrate how learning is being done in co-curricular and student support services.

The Product: An Assessment Handbook for Student Affairs
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.”

(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 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.

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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

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

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

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 Blooms’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 accessed 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.
### Connection of Student Learning Objectives to the CAS Learning Domains Matrix

<table>
<thead>
<tr>
<th>Student Learning Objective 1</th>
<th>CAS 1 Knowledge, Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
<th>CAS 3 Interpersonal Development</th>
<th>CAS 4 Interpersonal Competence</th>
<th>CAS 5 Humanitarianism and Civic Engagement</th>
<th>CAS 6 Practical Competence</th>
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</table>

Figure 1: Matrix worksheet

(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. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

<table>
<thead>
<tr>
<th>CAS 1</th>
<th>CAS 2</th>
<th>CAS 3</th>
<th>CAS 4</th>
<th>CAS 5</th>
<th>CAS 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge Acquisition, Construction, Integration, &amp; Application</strong></td>
<td><strong>Cognitive Complexity</strong></td>
<td><strong>Intrapersonal Development</strong></td>
<td><strong>Interpersonal Competence</strong></td>
<td><strong>Humanitarianism and Civic Engagement</strong></td>
<td><strong>Practical Competence</strong></td>
</tr>
<tr>
<td>Advising</td>
<td>Advising</td>
<td>Advising</td>
<td>Advising</td>
<td>Orientation</td>
<td>Advising</td>
</tr>
<tr>
<td>Career and Job Services</td>
<td>Career and Job Services</td>
<td>Athletics</td>
<td>Athletics</td>
<td>Speaking Events</td>
<td>Athletics</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Disability Services</td>
<td>Services</td>
<td>Career and Job Services</td>
<td>Student Clubs and Organization</td>
<td>Services</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>Financial Aid</td>
<td>Services</td>
<td>Disability Services</td>
<td>Organization</td>
<td>Services</td>
</tr>
<tr>
<td>IT Helpdesk</td>
<td>Health and Wellness</td>
<td>Services</td>
<td>Disability Services</td>
<td>Veteran’s Services</td>
<td>Services</td>
</tr>
<tr>
<td>Learning and Testing Center</td>
<td>Learning and Testing Center</td>
<td>Services</td>
<td>Student Clubs and Organization</td>
<td>Work Experience</td>
<td>Services</td>
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<tr>
<td>Library</td>
<td>Library</td>
<td>Services</td>
<td>Organization</td>
<td>Work Experience</td>
<td>Services</td>
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<tr>
<td>Records and Registration</td>
<td>Records and Registration</td>
<td>Services</td>
<td>Veteran’s Services</td>
<td>Work Experience</td>
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<tr>
<td>Recruitment Events</td>
<td>Recruitment Events</td>
<td>Services</td>
<td>Work Experience</td>
<td>Orientation</td>
<td>Services</td>
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<tr>
<td>Speaking Events</td>
<td>Speaking Events</td>
<td>Services</td>
<td>Recruitment</td>
<td>Speaking Events</td>
<td>Athletics</td>
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<tr>
<td>Student Clubs and Organization</td>
<td>Student Clubs and Organization</td>
<td>Services</td>
<td>Recruitment</td>
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<tr>
<td>Veteran’s Services</td>
<td>Veteran’s Services</td>
<td>Services</td>
<td>Recruitment</td>
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<td>Services</td>
<td>Speaking Events</td>
<td>Work Experience</td>
<td>Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Services</td>
<td>Student Clubs and Organization</td>
<td>Work Experience</td>
<td>Services</td>
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<td>Services</td>
<td>Organization</td>
<td>Work Experience</td>
<td>Services</td>
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<td>Services</td>
<td>Veteran’s Services</td>
<td>Work Experience</td>
<td>Services</td>
</tr>
</tbody>
</table>

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

Process of Assessment

(A) The assessment committee will work with the Dean of Student Affairs and department chairs for supportive services to create an assessment plan to assess the student learning objectives each academic year. All assessment reports will be written and submitted to the assessment committee by

(B) The committee and Dean of Student Services will also work with co-curricular program leaders for orientation, recruitment events, and speaking events to ensure surveys are completed by students at events. All surveys will be collected and processed by the Department of Institutional Research.

(C) The Department of Institutional Research will send the coaches and faculty advisors of student clubs and organizations and athletics assessment rubrics to be completed in the beginning of the spring semester each academic year. Supervisors will be sent

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assessment rubrics to be completed at the beginning of the fall and spring semester. The rubrics will be collected and processed by the Department of Institutional Resources and reviewed by the assessment committee.

(D) Members of the student affairs serving on the assessment committee 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.
Co-Curricular Assessment

(A) Co-Curricular learning is learning that takes place outside of the classroom. At Edison State Community College, co-curricular activities are 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." 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.

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The process for Rubric assessments includes:

1. Membership Rosters for Student Organizations and Clubs, Work Experience (including work study, internships), and Athletics is updated by faculty/staff.
2. The Department of Institutional Research identifies students to be assessed.
3. The rubric is sent to the supervisor, coach, or club advisor for completion.
4. The Student Affairs assessment committee are assigned to one of the assessed areas.
5. The rubrics are processed and the results provided to the assessment committee.
6. Assessments are completed and returned to the Department of Institutional Research.
7. The assessment committee member reviews the data and writes the report for their assigned area.
8. The Student Affairs assessment committee member meets with directors of the co-curricular activities assessed to discuss findings. Recommendations are made for improvement.
9. The report is submitted to the Assessment Committee for review and filing.

The process for Survey assessment:

1. Surveys are distributed to staff leading events.
2. Students Complete Surveys.
3. Surveys are sent to the Department of Institutional Research for processing.
4. Data will be compiled over a three year cycle to examine effects of recommendations.
5. Assessment committee members will meet with the Dean of Student Affairs to discuss recommendations.
6. The Assessment Committee receives the data for review.
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 all 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.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Assess</td>
<td>Review</td>
<td>Improve</td>
<td>Assess</td>
<td>Review</td>
<td>Improve</td>
<td>Assess</td>
<td></td>
</tr>
<tr>
<td>Student Clubs and Organizations</td>
<td>Assess</td>
<td>Review</td>
<td>Improve</td>
<td>Assess</td>
<td>Review</td>
<td>Improve</td>
<td>Assess</td>
<td></td>
</tr>
<tr>
<td>All Events</td>
<td>Assess</td>
<td>Assess</td>
<td>Review/Improve</td>
<td>Assess</td>
<td>Assess</td>
<td>Review/Improve</td>
<td>Assess</td>
<td>Assess</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Assess</td>
<td>Assess</td>
<td>Review/Improve</td>
<td>Assess</td>
<td>Assess</td>
<td>Review/Improve</td>
<td>Assess</td>
<td>Assess</td>
</tr>
</tbody>
</table>
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. Recruitment Events
   d. Speaking Events
   e. Student Clubs and Organization
   f. Work Experience
Athletics

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

<table>
<thead>
<tr>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Baseball</td>
</tr>
<tr>
<td>Men’s Basketball</td>
</tr>
<tr>
<td>Women’s Basketball</td>
</tr>
<tr>
<td>Women’s Softball</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
</tr>
</tbody>
</table>

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.

Matrix
Connection of Student Learning Objectives to the CAS Learning Domains Matrix

<table>
<thead>
<tr>
<th>Achieve a sense of self-identity and self-awareness</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate ethical decision making</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate the ability to lead, interact, and inspire as a member of a group</td>
<td>X</td>
</tr>
<tr>
<td>Develop meaningful relationships</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate health and wellness techniques</td>
<td>X</td>
</tr>
</tbody>
</table>
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.

Athlete Rubric

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

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

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.

<table>
<thead>
<tr>
<th>New Student Orientation</th>
<th>CCP Orientation</th>
</tr>
</thead>
</table>

**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 Webadvisor.
5. Identify academic expectations of college students.
6. Demonstrate the ability to promote self-awareness and accountability of college responsibilities.
7. Identify the demographics and diversity of Edison students.
8. Identify the steps students can take to search for, register, and drop classes.

**Connection of Student Learning Objectives to the CAS Learning Domains Matrix**

<table>
<thead>
<tr>
<th>Identify what support services and their purposes are offered on campus</th>
<th>CAS 1 Knowledge Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
<th>CAS 3 Interpersonal Development</th>
<th>CAS 4 Interpersonal Competence</th>
<th>CAS 5 Humanitarianism And Civic Engagement</th>
<th>CAS 6 Practical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate the ability to locate offices and on campus</th>
<th>CAS 1 Knowledge Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
<th>CAS 3 Interpersonal Development</th>
<th>CAS 4 Interpersonal Competence</th>
<th>CAS 5 Humanitarianism And Civic Engagement</th>
<th>CAS 6 Practical Competence</th>
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<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify the different student organization and clubs offered on campus</th>
<th>CAS 1 Knowledge Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
<th>CAS 3 Interpersonal Development</th>
<th>CAS 4 Interpersonal Competence</th>
<th>CAS 5 Humanitarianism And Civic Engagement</th>
<th>CAS 6 Practical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify academic progress information in Webadvisor</th>
<th>CAS 1 Knowledge Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
<th>CAS 3 Interpersonal Development</th>
<th>CAS 4 Interpersonal Competence</th>
<th>CAS 5 Humanitarianism And Civic Engagement</th>
<th>CAS 6 Practical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
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</tr>
<tr>
<td>Identify academic expectations of college students</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to promote self-awareness and accountability of college responsibilities</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the demographics and diversity of Edison students.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the steps students can take to search for, register, and drop classes.</td>
<td>X</td>
<td></td>
<td>X</td>
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</tr>
</tbody>
</table>
## Recruitment Event Survey

**Student ID Number**

**Date of Orientation**

Please provide information about you:

- **Gender**
  - Male
  - Female
  - Decline to Answer

- **Age**
  - 18 and Under
  - 19-24
  - 25-34
  - 35-44
  - 45 and older

- **Race/Ethnicity**
  - White Non/Hispanic
  - Hispanic
  - Black/African American
  - Asian
  - Other

- **Current Enrollment Status**
  - Full Time
  - Part Time
  - College Credit Plus

- **Did you transfer credits in from another college?**
  - Yes
  - No

- **My Guided Pathway is**
  - Business
  - Health Sciences
  - Informational Technology
  - Engineering and Manufacturing
  - Social and Public Services
  - University Transfer: Arts, Science, and Communications
  - University Transfer: Science and Math

After attending orientation, I:

1. Can identify the different student organizations and clubs offered on campus
   - Strongly Disagree
   - Strongly Agree

2. Understand and can demonstrate the academic expectations of a college student
   - Strongly Disagree
   - Strongly Agree

3. Have an understanding of the demographics and diversity of Edison State students.
   - Strongly Disagree
   - Strongly Agree

Which is not a way you add or drop a course:

- Email the course to add/drop to registration through a personal email account
- Stop in Student Affairs to fill out a drop form
- Fax a signed registration form to Student Affairs
- On Webadvisor
- All are acceptable methods

Where can you access your education plan, program evaluation, and schedule?

- Webadvisor
- Email Student Affairs
- Your Advisor
- Blackboard

Which week of your first semester should you make an appointment to meet with your faculty advisor?

- Strongly Disagree
- Strongly Agree

How frequently should you check your Edison Email?

- Once a day
- Twice a week
- 3 days a week
- 4 days a week
Recruiting Events

Recruitment Events Mission Statement
Recruitment Events aim to educate current high school student about tech prep and College Credit Plus programs which provide opportunities to gain high school and college credit simultaneously, promote the awareness and importance of a college education to elementary and junior high school age children, and connect students who have graduated high school on educational prospects of fast track programs, certificates, and associate degrees.

Student Learning Objectives
1. Explore the career possibilities and interests.
2. Identify academic programs offered by Edison.
3. Demonstrate the ability to perform teamwork skills.
4. Demonstrate the ability to effectively communicate ideas.
5. Achieve a sense of identity and awareness.
6. Identify and explain the functions of student support services at Edison.
7. Identify the demographics of Edison students.

Connection of Student Learning Objectives to the CAS Learning Domains Matrix

<table>
<thead>
<tr>
<th>Objective</th>
<th>CAS 1 Knowledge Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
<th>CAS 3 Interpersonal Development</th>
<th>CAS 4 Interpersonal Competence</th>
<th>CAS 5 Humanitarianism And Civic Engagement</th>
<th>CAS 6 Practical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the career possibilities and interests.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify academic programs offered by Edison</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to perform teamwork skills.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to effectively communicate ideas.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve a sense of identity and awareness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Co-Curricular Program Descriptions

<table>
<thead>
<tr>
<th>CCP Social Event</th>
<th>Current CC+ students to learn about opportunities at Edison. Connects students to campus and ensures students feel valued. Includes dancing, karaoke, games, free food, and giveaways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual High School Group Visits</td>
<td>High schools come for an individualized campus visit. Enable juniors and seniors to learn about Edison through information sessions and tours.</td>
</tr>
<tr>
<td>Explore Edison Open House</td>
<td>Community members and current high school students to learn about academic programs &amp; student life opportunities. Faculty information sessions, admission, and tours are available. Breakout sessions for athletics, CC+, scholarships, and stop-outs.</td>
</tr>
<tr>
<td>Enrollment Events: Fast Track and New Student</td>
<td>An all day event including applying, placement testing, advising, registration, and orientation.</td>
</tr>
<tr>
<td>Weekly Campus Visits</td>
<td>Prospective students learn about Edison degree programs, career &amp; transfer opportunities, and affordability.</td>
</tr>
<tr>
<td>We Are IT</td>
<td>Girls in grades 8-10 learn about careers in STEM (Science, Technology, Engineering, Mathematics, &amp; Medical) disciplines.</td>
</tr>
<tr>
<td>Junior High Visit Day Expansion</td>
<td>9th &amp; 10th grade students to spend the day on campus learning about the importance of a college education. Day will include breakout sessions College 101, Career, Top 10 Choices, Gym, Scavenger Hunt, Tour, Talent Show, and Lunch.</td>
</tr>
<tr>
<td>Bridges to College Events</td>
<td>Partner with Bridges to College program coordinator to host all 6th grade students in Greenville EXTEND to Amsom &amp; FM school districts. They will spend the day on campus learning about the importance of a college education. Day will include breakout sessions College 101, Career, Top 10 Choices, Gym, and Tour.</td>
</tr>
<tr>
<td>Kids to College</td>
<td>Host all 6th grade students for the Real Money, Real World simulation and faculty breakout sessions.</td>
</tr>
<tr>
<td>Future Begins Today</td>
<td>Host 4th &amp; 5th grade students for a campus visit. This includes an engaging presentation, lunch, tour, and gym activities.</td>
</tr>
<tr>
<td>Experience Edison Events</td>
<td>Invite juniors &amp; seniors to learn about Edison through breakout sessions including financial aid, career &amp; transfer faculty, and tours.</td>
</tr>
</tbody>
</table>

Co-Curricular Activity Matrix

<table>
<thead>
<tr>
<th>Co-Curricular Activity</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
<th>SLO 6</th>
<th>SLO 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCP Social Event</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Individual High School Group Visits</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Event Name</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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</tr>
<tr>
<td>Explore Edison Open House</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Enrollment Events: Fast Track and New Student</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Weekly Campus Visits</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<td></td>
</tr>
<tr>
<td>We Are IT</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>Junior High Visit Day Expansion</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Bridge to College Events</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Kids to College</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Future Begins Today</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Experience Edison Events</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Recruitment Event Survey</td>
<td>Recruitment Event Survey</td>
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</tr>
<tr>
<td>Name of the event you attended:</td>
<td>After attending this event, I</td>
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</tr>
</tbody>
</table>

Please provide information about you

**Gender**

- [ ] Male  
- [ ] Female  
- [ ] Decline to Answer

**Grade**

- [ ] 9th  
- [ ] 10th  
- [ ] 11th  
- [ ] 12th  
- [ ] High School Graduate  
- [ ] GED

**Race/Ethnicity**

- [ ] White Non/Hispanic  
- [ ] Hispanic  
- [ ] Black/African American  
- [ ] Asian  
- [ ] Other

**My Guided Pathway is**

- [ ] Business  
- [ ] Health Sciences  
- [ ] Informational Technology  
- [ ] Engineering and Manufacturing  
- [ ] Social and Public Services  
- [ ] University Transfer: Arts, Science, and Communications  
- [ ] University Transfer: Science and Math

**After attending this event, I**

I can identify the different delivery methods available for taking courses at Edison State Community College.

- [ ] 1  
- [ ] 2  
- [ ] 3  
- [ ] 4  
- [ ] 5

**After attending this event, I**

- [ ] Complete the FAFSA  
- [ ] Complete the Edison State Application  
- [ ] Sign up for Placement Testing  
- [ ] All are part of the first steps  
- [ ] I can't recall

Who can you talk to in order to get help with your first steps?

- [ ] Advisors  
- [ ] Enrollment Managers  
- [ ] College Resource Specialists  
- [ ] Any of these

How many weeks prior to the start of the semester should you have the first steps done by?

- [ ] 1  
- [ ] 2  
- [ ] 3  
- [ ] 4  
- [ ] 5

If you would like to be contacted, please submit your information below

- Name: 
- Phone Number: 
- Best time to call: 

### 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.

<table>
<thead>
<tr>
<th>Sponsors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Committee</td>
<td>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.</td>
</tr>
<tr>
<td>Department Events</td>
<td>Department events are dedicated to providing out-of-class opportunities for students to grow academically, socially, and culturally.</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Identify avenues of connecting with people of other cultures</th>
<th>CAS 1 Knowledge Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
<th>CAS 3 Intrapersonal Development</th>
<th>CAS 4 Interpersonal Competence</th>
<th>CAS 5 Humanitarianism And Civic Engagement</th>
<th>CAS 6 Practical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate critical thinking of how information connects to society today.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connect knowledge acquired to academic programs and courses.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to self-reflect on how the speaker’s information connects the student’s self-understanding</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>Identify how the speaker’s presentation helps appreciate cultural differences, social and civic responsibility, or a global perspective</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 is 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**

<table>
<thead>
<tr>
<th>Objective</th>
<th>CAS 1 Knowledge Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
<th>CAS 3 Interpersonal Development</th>
<th>CAS 4 Interpersonal Competence</th>
<th>CAS 5 Humanitarianism And Civic Engagement</th>
<th>CAS 6 Practical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of the impact diversity has on the global community.</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to connect the program to the academic pathway and success.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to effectively communicate ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore the connection of career goals and interests.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Achieve a sense of identity and awareness.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ethical decision making.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to lead, interact, and inspire as a member of a group.</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Purpose of Each Student Club and Organization**

<table>
<thead>
<tr>
<th>Club Name</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association of University Women’s (AAUW)</td>
<td>To advance equity for women and girls through advocacy, education, philanthropy, and research. AAUW is the nation’s leading voice promoting equity and education for women and girls.</td>
</tr>
<tr>
<td>CRU Life</td>
<td>To provide a spiritual environment for Edison State students.</td>
</tr>
<tr>
<td>Equally Regardless of Sexuality (ERSG)</td>
<td>To provide social support, social service, pro-active activities and informational activities for individuals that identify with or have friends or family that are homosexual, heterosexual, bisexual, transgender or humanistic.</td>
</tr>
<tr>
<td>Greatest Rivals Gaming Club</td>
<td>To provide modern gaming opportunities for members of the Edison State community. Get in on the action of playing games like Call of Duty, Pandemic, Cosmic Encounter, and many more.</td>
</tr>
<tr>
<td>National Society of Leadership and Success (NSLS)</td>
<td>To build leaders who make a better world. The Society is an organization that helps people discover and achieve their goals.</td>
</tr>
<tr>
<td>Phi Theta Kappa</td>
<td>To offer recognition for academic excellence and opportunities to serve the college and the community to develop broader knowledge and leadership skills.</td>
</tr>
<tr>
<td>Society for Business and Human Resource Management (SHEHRM)</td>
<td>To provide business students with the tools, the knowledge and the know-how to be the best in their field.</td>
</tr>
<tr>
<td>Stagefright Players</td>
<td>To captivate audiences through the performance of modern, classic, and Shakespearean plays with an artistic and dramatic flair that is certain to please all ages.</td>
</tr>
<tr>
<td>Student Ambassadors</td>
<td>To provide an environment for current students to serve as role models for potential students and as representatives of the College.</td>
</tr>
<tr>
<td>Student Senate</td>
<td>To serve as the voice of Edison State students in order to help make Edison State the best social, educational and community driven college.</td>
</tr>
<tr>
<td>Women’s Empowerment and Leadership League (WELL)</td>
<td>To promote a sense of community and support among the female population at Edison State Community College.</td>
</tr>
<tr>
<td>Co-Curricular Activity</td>
<td>SLO 1</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
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</tr>
<tr>
<td>American Association of University Women’s (AAWW)</td>
<td>X</td>
</tr>
<tr>
<td>CRU Life</td>
<td>X</td>
</tr>
<tr>
<td>Equally Regardless of Sexuality (ERCS)</td>
<td>X</td>
</tr>
<tr>
<td>National Society of Leadership and Success (NSLS)</td>
<td>X</td>
</tr>
<tr>
<td>Phi Theta Kappa</td>
<td>X</td>
</tr>
<tr>
<td>Society for Business and Human Resource Management (SBHRM)</td>
<td>X</td>
</tr>
<tr>
<td>StageLight Players</td>
<td>X</td>
</tr>
<tr>
<td>Student Ambassadors</td>
<td>X</td>
</tr>
<tr>
<td>Student Senate</td>
<td>X</td>
</tr>
<tr>
<td>Women’s Empowerment and Leadership League (WELL)</td>
<td>X</td>
</tr>
</tbody>
</table>
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.*

<table>
<thead>
<tr>
<th>Level</th>
<th>5 Student always</th>
<th>4 Student frequently</th>
<th>3 Student often</th>
<th>2 Student seldomly</th>
<th>1 Student never</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Acquisition</td>
<td></td>
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<tr>
<td>Demonstrates the ability to connect club activities and information to career goals and interests</td>
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<tr>
<td>Cognitive Complexity</td>
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<tr>
<td>Demonstrates the ability to connect the program to the academic pathway and success</td>
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</tr>
<tr>
<td>Intrapersonal Development</td>
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<tr>
<td>Demonstrates the ability to self-evaluate and apply ethical decision making</td>
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<tr>
<td>Interpersonal Development</td>
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</tr>
<tr>
<td>Demonstrates the ability to lead, interact, and inspire as a member of a group</td>
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</tr>
</tbody>
</table>
Student was not actively involved in the club therefore cannot be assessed _____ (check here if applies)

**Student Organization Survey (Completed by students)**

Please answer the following questions about your experience in this student organization and why is this club/organization important for the school to maintain?

How has this club helped you understand the world around you better? Explain.

What class or classes from your education here at Edison State would you say this club/organization connected to? Why?

How does this club/organization connect to you personally or helped to better yourself (self-identity, ethically, spiritually)?

Which of these areas would you say this club/organization helps support the most (circle your answer):
- A) meaningful relationships
- B) the need or importance of strong leadership
- C) social and/or civic responsibility,
- D) the need to think critically about issues

Why?
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.

<table>
<thead>
<tr>
<th>Work Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Internship</td>
</tr>
<tr>
<td>Service Learning</td>
</tr>
</tbody>
</table>

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 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

<table>
<thead>
<tr>
<th>Demonstrate the desire and ability to learn new tasks.</th>
<th>CAS 1 Knowledge Acquisition, Construction, Integration, &amp; Application</th>
<th>CAS 2 Cognitive Complexity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td>Demonstrate the ability to effectively communicate ideas.</td>
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<tr>
<td>X</td>
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<tr>
<td>Explore the connection of career goals and interests</td>
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<td>X</td>
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<td>Description</td>
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</tr>
<tr>
<td>Demonstrate the ability to self-reflect on learning to the position</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates professional and career developmental skills</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Demonstrates the ability to use critical thinking to solve problems</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate the ability to lead, interact, and inspire as a member of a group</td>
<td></td>
<td></td>
<td>X</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professionalism and accountability</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tbody>
</table>
**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.*

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

Student did not complete semester therefore cannot be assessed _____ (check here if applies)
Creating the Co-Curricular Assessment Report

The Assessment Committee will work in cooperation with Institutional Research and department head to create the annual reports using the data collected. Reports will contain the following information:

1. Mission Statement of Co-Curricular Program/Event
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
Sample Report: Athletics

Athletics: Assessment Final Report
FY 2017-2018

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

Student Learning Objectives being assessed
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.

CAS Standards Alignment
CAS 3: Intrapersonal Development
CAS 4: Interpersonal Development
CAS 6: Practical Competencies

Assessment Results
Reports were submitted for Men’s Basketball, Women’s Softball, and Women’s Volleyball. The lowest scores showing needed improvement connects to interpersonal competencies. Compared to general education interpersonal skills, the sport teams come in higher than 3.5 average in general education; however, compared to other scoring areas, it is the lowest for the team players. Volleyball reported that no players chosen for assessment demonstrated advanced leadership skills (100% were acceptable only). Men’s Basketball, while higher on leadership reported acceptable and above teamwork skills, however none that were exemplary. Players that are sophomores also scored higher than freshman. All those scoring a 3 were first year students. Baseball did not report scores due to the departure of the coach.

<table>
<thead>
<tr>
<th>CAS</th>
<th>Deficient</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total</th>
<th>Average Score</th>
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</thead>
<tbody>
<tr>
<td>Practical Competence:</td>
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<td>0</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>4.33</td>
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<tr>
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<td>Interpersonal: Leadership</td>
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<tr>
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<td>3</td>
<td>9</td>
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<td>20</td>
<td>45</td>
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<tr>
<td>Total</td>
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</tbody>
</table>
Analysis and Recommendation

Due to a small sample (men’s baseball was not submitted), while patterns emerge, it is recommended that a larger sample be conducted. While the sample is small, the overall reflection shows favorable impact on student learning in athletics. Overall, the study shows the development of professionalism as it pertains to attendance, being on time, and demonstrating exemplary planning for health and execution of decision making.

The data was collected late in the year due to the pilot study time. It is recommended the rubrics be distributed near the end of the season for each sport so the analysis will be fresh for each coach. It is also recommended to compare these scores to the scores of the student interpersonal skills in their academics. Athletics may have the ability to introduce new leadership building exercises that can reflect both on the court and in the classroom.
Sample Report: Speaking Events

Speaking Events: Assessment Final Report
FY 2017-2018

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.

Student Learning Objectives being assessed
6. Identify avenues of connecting with people of other cultures.
7. Demonstrate critical thinking of how information connects to society today.
8. Connect knowledge acquired to academic programs and courses.
9. Demonstrate the ability to self-reflect on how the speaker’s information connects the student’s self-understanding.
10. Identify how the speaker’s presentation helps appreciate cultural differences, social and civic responsibility, or a global perspective.

CAS Standards Alignment
CAS 1: Knowledge Acquisition
CAS 2: Cognitive Competencies
CAS 3: Intrapersonal Development
CAS 5: Humanitarianism and Civic Engagement

Assessment Results
As part of the pilot, two events were surveyed for data on student learning in June 2018. Both events focused on diversity of Hispanics and African Americans. Of the 12 who completed the survey, 75% were able to connect the material presented in the events to course work. Of those, 50% connected it to SOC 224S Race and Ethnicity and 25% stated HST 121S or HST 122S: American History. Other courses student identified included Introduction of Humanities (IUM 121S), Music as a World Phenomenon (MUS 127S), and Introduction to Sociology (SOC 121S). These classes were identified by student for their connection to racial profiling, discrimination, voicing change, and historical reflection.

Students reported the events connecting to their self-understanding of the world around them more heavily in the African American presentation due to racial injustice in the news. When asked which area of application the presentation connected to, 40% of students identified a connection to social and/or civic responsibility, 40% of students identified to the need to think about critical issues, and 20% of students identified the need or importance for strong leaders.

Student comments for why they chose those areas overall pointed to awareness. Including comments stating:
- Without the additional information given about our history and how so much of the United States was actually formed, I may have taken what I was told at face value. I wouldn't have dug deeper and searched for more information regarding the past I was taught about in school. I am thankful for the eye opening experience.

- If we refuse to look at history and learn from our past mistakes and blunders, we will repeat it. In fact we are now. Each person needs to be able to think for themselves. We need to stop accepting the regurgitated information the world throws at us. We need to find our own truths and investigate the claims of others. Without personal critical thinking, we fall into a mob mentality. Dangerous things happen when we lose our individuality.

- We need to raise the awareness of historical narratives. If we don’t look back and remember history, it will repeat.

**Analysis and Recommendation**

Overall, the surveys showed strong student learning took place during these events. Students gave detailed responses to what they learned and how it connects to their overall understanding of diversity and prejudice in America. One reflection is the leaders of the events must have students complete the surveys prior to leaving the event. The first survey was done online which only received 5 responses total. The other 7 were received by students who attended the second event and were completed by students in the classroom. It will be important to have all speaker events supportive of having the survey done by students whether encouraged to attend by faculty or just to learn to gather a better understanding of the overall impact of the events. It is also recommended a database of the students in attendance be created in order to use towards a student's “student learning” fingerprint at Edison State as well as to keep an accurate count of those in attendance and provide the ability for students to receive a visual digital transcript of their co-curricular experiences and involvement. With many institutions creating a fingerprint transcript, such as Elon University’s Experience Visual Transcript, tracking the full experience of students would allow them to have physical evidence of soft skill learning as well as academic learning. As a trend in institutions, it is advised the school look into how Webadvisor could be used as a tracking software or products like the Self-Authored Integrated Learning Initiative (SAIL).
Supportive Services Assessment

Supportive services are departments under academic and student affairs which assist 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 qualitative and quantitative methodologies.

Assessment Plan Creation Steps

During the Fall semester each year, the supportive service departments will create an assessment plan. These will include:

1. The Mission Statement
2. What question the department wants to research and why?
3. Which CAS standards and learning Objectives will be assessed
4. What method of research will be used to conduct the study
5. What other departments will be needed to complete the research

This needs to be turned into the Dean of Student Affairs as well as the Assessment Committee by the October meeting of the academic year.
Sample Plan: Financial Aid

Financial Aid Assessment Plan
2017-2018

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.

Research Question: What are you going to assess? Reason for the assessment?
What do students really understand about FAFSA?
- While all information regarding financial aid is available on the website, there is a question of how much do students actually know? The assessment would give perspective to where there are gaps in knowledge in order to increase successful completion of the FAFSA by students.

What Student Learning Objectives are connected to the research question?
1. Identify different forms of student financial aid.
2. Successfully retain academic eligibility for federal aid.

Which CAS standard will be assessed?
- CAS 1: Knowledge Acquisition
- CAS 6: Practical Competence

How will this be researched?
A survey will be conducted (issued by the institutional research department) of quantitative questions to gather information of what students know.

What other departments are needed to conduct the research?
Institutional Research will be needed for this research. Financial Aid will need to use the college SurveyMonkey Account to send the survey and collect the data.
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:
  Advising
  Career Services
  Disabilities Services
  Financial Aid
  Health and Wellness
  IT Help Desk
  Learning Center
  Library
  Records and Registration
  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.
Advising Services

Advising Services Mission Statement
Advising is 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 WebAdvisor 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

<table>
<thead>
<tr>
<th>Objective Description</th>
<th>CAS 1 Knowledge acquisition, construction, integration, and application</th>
<th>CAS 2 Cognitive complexity</th>
<th>CAS 3 Interpersonal development</th>
<th>CAS 4 Interpersonal competence</th>
<th>CAS 5 Humanitarianism and civic engagement</th>
<th>CAS 6 Practical competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify college readiness through placement assessment including multiple measures</td>
<td></td>
<td>X</td>
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<td></td>
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<tr>
<td>Identify the courses required for degree, certificate, and fast track programs including prerequisites</td>
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<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Demonstrate the ability to navigate the Edison State website and WebAdvisor to locate information</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Task</td>
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<tr>
<td>Describe the 1 to 2 credit translation for time required in program completion</td>
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<tr>
<td>Identify milestones for degree program</td>
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<tr>
<td>Identify and interact with the program advisor and contact information</td>
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<tr>
<td>Explain how GPA affects academic good standing status and goals</td>
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<tr>
<td>Incorporate career objectives including transfer considerations</td>
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<td>X</td>
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</table>
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

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

**Disabilities**

**Disability Service Mission Statement**
Disability services reaches to enhance each student’s individual educational experience by preventing discrimination on the basis of disability.

**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**

<table>
<thead>
<tr>
<th>CAS 1 Knowledge acquisition, construction, integration, and application</th>
<th>CAS 2 Cognitive complexity</th>
<th>CAS 3 Intrapersonal development</th>
<th>CAS 4 Interpersonal competence</th>
<th>CAS 5 Humanitarianism and civic engagement</th>
<th>CAS 6 Practical competence</th>
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</thead>
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<tr>
<td>Connect to interdependency resources</td>
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<tr>
<td>Identify self-identification documentation</td>
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<tr>
<td>Identify policies and expectations surrounding accommodations</td>
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<tr>
<td>Develop study methods in line with accommodations</td>
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<tr>
<td>Develop communication and interpersonal skills in articulating limitations</td>
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<td>Needs in academics</td>
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<tr>
<td>Develop a sense of personal responsibility for maintaining accommodation, documentation and appointments</td>
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</table>
Financial Aid

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

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

Learning Objectives of Area
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

<table>
<thead>
<tr>
<th>Connection of Student Learning Objectives</th>
<th>CAS 1 Knowledge acquisition, construction, integration, and application</th>
<th>CAS 2 Cognitive complexity</th>
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<tbody>
<tr>
<td>Develop a sense of health and wellness</td>
<td></td>
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<tr>
<td>Identify community resources to assist with barriers to academics</td>
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<tr>
<td>Identify activities provided on campus for maintaining health and wellness</td>
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<tr>
<td>Identify the connection between health and academics</td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate health literacy practices</td>
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<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Develop awareness concerning physical, mental, and emotional health</td>
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<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Identify resources available through health and wellness services</td>
<td>X</td>
<td></td>
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</tbody>
</table>
**IT Helpdesk:**

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

**Learning Objectives of Area**
1. Identify the types of technology used on campus.
2. Explain the process of using the Papercut copiers.
3. Identify the steps to changing passwords.
4. Demonstrate the ability to navigate Blackboard and Email.
5. Demonstrate effective communication for discussing issues and solutions.
6. Demonstrate critical thinking when considering ethical issues.

**Connection of Student Learning Objectives to the CAS Learning Domains Matrix**

<table>
<thead>
<tr>
<th>Objective</th>
<th>CAS 1 Knowledge acquisition, construction, integration, and application</th>
<th>CAS 2 Cognitive complexity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identify the types of technology used on campus</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Explain the process of using the Papercut copiers</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the steps to changing passwords</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Demonstrate the ability to navigate Blackboard and Email</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective communication for discussing issues and solutions</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate critical thinking when considering ethical issues</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Learning and Testing Center

Learning Center Mission Statement
Edison State Community College’s Learning and Testing Center is committed to the success of students and support to the classroom to enhance professional and personal growth.

Learning Objectives of Area
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

<table>
<thead>
<tr>
<th>Objective</th>
<th>CAS 1 Knowledge acquisition, construction, integration, and application</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identify the areas and methods of tutoring available</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Conduct peer review of student work</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate the ability to effectively communicate ideas and questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate the ability to work in groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate an increase understanding of the learning process</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate ethical decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
# Records and Registration

### 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 of Area
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

<table>
<thead>
<tr>
<th>Objective</th>
<th>CAS 1 Knowledge acquisition, construction, integration, and application</th>
<th>CAS 2 Cognitive complexity</th>
<th>CAS 3 Interpersonal competence</th>
<th>CAS 4 Interpersonal competence</th>
<th>CAS 5 Humanitarianism and civic engagement</th>
<th>CAS 6 Practical competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate accountability regarding rules, regulations, and deadlines.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identify the various forms related to records and registration.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the differences and uses of official and unofficial transcripts.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify the different methods of registration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identify the differences between add, drop, and withdraw and how it affects the academic record.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Veteran’s Services

Veteran Services Mission Statement
Veteran Services reaches to provide academic, referral and personal support services for Veterans to help ease access to higher education, foster success and build community.

Learning Objectives of Area
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

<table>
<thead>
<tr>
<th>Objective</th>
<th>CAS 1: Knowledge acquisition, construction, integration, and application</th>
<th>CAS 2: Cognitive complexity</th>
<th>CAS 3: Intrapersonal development</th>
<th>CAS 4: Interpersonal competence</th>
<th>CAS 5: Humanitarianism and civic engagement</th>
<th>CAS 6: Practical competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the different types of Veteran benefits.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the documentation required to access Veteran benefits.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the resources available to assist in the transition to student life.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use critical thinking when interacting with veterans of different diversities and experiences.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Creating Supportive Services Final Assessment Report

The departments will use the data they collected to write final reports about the research. The final reports must include:

1. The Mission Statement
2. List of Student Learning Objectives Assessed
3. CAS Standards Aligned with the objectives
4. Assessment Results – Summary of findings
5. Analysis and Future Recommendations – What should be done.

Sample Report: Career Services

Career and Job Services: Assessment Final Report
FY 2017-2018

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 being assessed
1. Identify services and tools offered through career and job services.

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

Assessment Results
For the purpose of this study, all options on the survey were resources supplied by career services. The goal was to see what students of all ages knew about career services and their resources.

Overall, student confidence level in their career path is high (66.78% very confident). While students overall recognized a career advisor was available (89.37%), few knew about the career exploration resources of the Holland Career Model (21.26%) or the Typelocus (17.94%). When questioned about services, the knowledge of students of what services were offered to the students were higher than their knowledge of specific exploration tools. However, when asked how often they used services, only 13.95% of students stated they had used it at least once.

Which of the following services are offered by Edison State? (Click all that apply)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
</table>

Analysis and Future Recommendations

When asked why the students who stated never had not used it, students pointed to knowing what they wanted to do, it wasn’t time for a career search, they had a job, lack of knowledge about the career services, time constraints to go in. It is also noted based on the responses that many think this service is only to help students find a job. To see improvement, a co-curricular event could be used such as introduction videos posted on the tvs across campus of career services. Requesting class time for career specialists to introduce the services to students is highly recommended before the Robinson Career Center construction is completed in Fall 2019. With the construction underway, students are more aware of the presence of career services, therefore capitalizing on the discussion of the new center would be beneficial.
Sample Report: Financial Aid

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 Being Assessed
1. Identify different forms of student financial aid.
2. Successfully retain academic eligibility for federal aid.

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

Assessment Note
Due to the circumstances that CCP (College Credit Plus-high school) students do not use financial aid, their reporting will be separate.

Assessment Results: CCP Students
CCP students made up 22.38% of the total respondents. The majority of those reporting when asked how they heard about FAFSA stated through college visits or the high schools. Of all CCP students, 55.22% successfully identified what FAFSA means. When questioned about the requirements to be considered independent from parents for FAFSA reporting purposes, CCP students fell below average in an understanding. Only 16.42% could identify the age requirement of 24 years. CCP students were asked to identify all other circumstances which would designate a student as independent of which only 61.19% identified marriage, 25.37% identified having children, 46.27% identified emancipation. 49.25% believed living on their own qualified as independence filing and 26.87% stated they didn’t know what qualified.

Only 20.9% of students understood that a full-time course load was not required to receive Pell grants, which 67.16% stating they didn’t know and 11.94% believing full time status was a requirement. The same level of knowledge was found when questioned about the number of credits required to receive loans with only 11.94% correctly identifying 6 credits. This trend continued as the overall results showed a lack of knowledge concerning academic standards to keeping federal aid. When posed with several options and asked to identify all that applied, 49.25% identified the need to pass/complete 67% of all attempted classes, 56.72% identified the requirement of maintaining a 2.0 GPA, and 17.91% identified the requirement of not exceeding more than 150% of the degree hours.

When asked what FAFSA was all used to determine, 50.75% of students identified grants, 53.73% identified loans, and 19.4% identified the Edison State Scholarship. 34.33% stated
they did not know what FAFSA was used for. All of these use FAFSA as part of the award requirements.

Students were posed with the question of what financial aid could be used for at the bookstore, of which all options were allowed. 73.13% identified textbooks as allowed, 56.72% identified school supplies, 17.91% identified school merchandise, 37.31% identified laptops. 28.38% stated they did not know.

Assessment Results: Non-CCP (traditional) Students
Non-CCP (traditional) students made up 78.62% of the total respondents. The majority of those reporting when asked how they heard about FAFSA stated through college visits or the high school. According to the students, 78.68% had filed the FAFSA for the year of 2017-2018 and 62.79% had filed for the next academic year (2018-2019). Of the students, 65.89% successfully identified what FAFSA means. When questioned about the requirements to be considered independent from parents for FAFSA reporting purposes, CCP students fall below average in an understanding. Only 28.29% could identify the age requirement of 24 years. This is an important finding as 55.05% of these students were 24 years of age or older therefore qualified as independent. Students were asked to identify all other circumstances which would designate a student as independent of which 72.48% identified marriage, 43.35% identified having children, 56.98% identified emancipation. 53.88% however believed living on their own qualified as independence filing and 10.85% stated they didn’t know what qualified.

54.26% of students understood that a full-time course load was not required to receive Pell grants, which 20.16% stating they didn’t know and 25.58% believing full time status was a requirement. The same level of knowledge was found when questioned about the number of credits required to receive loans with only 40.7% correctly identifying 6 credits. This trend continued as the overall results showed a lack of knowledge concerning academic standards to keeping federal aid. When posed with several options and asked to identify all that applied, 48.0% identified the need to pass/complete 67% of all attempted classes, 73.64% identified the requirement of maintaining a 2.0 GPA, and 29.46% identified the requirement of not exceeding more than 150% of the degree hours.

When asked what FAFSA was all used to determine, 90.7% of students identified grants, 76.74% identified loans, and 24.81% identified the Edison State Scholarship. All of these use FAFSA as part of the award requirements.

Students were posed with the question of what financial aid could be used for at the bookstore, of which all options were allowed. 94.96% identified textbooks as allowed, 86.05% identified school supplies, 62.4% identified school merchandise, and 68.99% identified laptops. Only 5.04% stated they did not know.
Analysis and Future Actions

While satisfaction with the department is high based on the student satisfaction survey, what students have learned about financial aid is an area to be addressed. While regular students who would use FAFSA show higher knowledge than CCP students, there is still a general lack of awareness to understanding FAFSA and how it works. More development on co-curricular activities that can raise student awareness is recommended. Holding financial aid information sessions in the fall and spring and inviting high schools would help share this information. Also, creating blackboard trainings on financial aid would be beneficial. This should be reassessed in FY 2018-2019.
Sample Report: Learning Center

Learning Center Mission Statement
Edison State Community College’s Learning and Testing Center is committed to the success of students and support to the classroom to enhance professional and personal growth.

Student Learning Objectives Being Assessed
1. Identify services provided by the learning center.

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

Assessment Results
Overall, respondents could identify the location of the learning center in the school (83.22%) due to their class syllabi (46.31%) signs around the school (17.11%) or through other means such as word of mouth/friends or by accident (23.16%). 13.42% of respondents stated they didn’t know there was a learning center. Overall, students state they have never used the learning center (58.39%) or the E-tutoring resource (81.54%) this academic year. Results show there is a lack of awareness for tutoring services available.

<table>
<thead>
<tr>
<th>What subjects is tutoring available for in the learning center (select all that apply)</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>52.68%</td>
</tr>
<tr>
<td>Biology</td>
<td>57.38%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>58.72%</td>
</tr>
<tr>
<td>CIT 1101</td>
<td>42.93%</td>
</tr>
<tr>
<td>Communications</td>
<td>49.00%</td>
</tr>
<tr>
<td>Economics</td>
<td>45.64%</td>
</tr>
<tr>
<td>Engineering/Manufacturing</td>
<td>36.24%</td>
</tr>
<tr>
<td>English</td>
<td>67.79%</td>
</tr>
<tr>
<td>Gen Ed 101S</td>
<td>41.95%</td>
</tr>
<tr>
<td>History</td>
<td>51.01%</td>
</tr>
<tr>
<td>Humanities</td>
<td>42.95%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70.47%</td>
</tr>
<tr>
<td>Physics</td>
<td>49.66%</td>
</tr>
<tr>
<td>Psychology</td>
<td>49.66%</td>
</tr>
<tr>
<td>Spanish</td>
<td>42.28%</td>
</tr>
<tr>
<td>I don’t know</td>
<td>31.88%</td>
</tr>
</tbody>
</table>
The college offers services for those who cannot meet the availability of tutors through an e-tutoring services. Evidence from the survey shows students lack knowledge about these programs. Of the topics provided in the selection, only psychology was not an option for tutoring. All other options are offered for tutoring through the e-tutoring system. The comparisons of these answers by students show lack of knowledge on these areas.

What topics are available through e-tutoring? (Click all that apply)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>43.30%</td>
</tr>
<tr>
<td>General Math</td>
<td>42.23%</td>
</tr>
<tr>
<td>Algebra</td>
<td>40.60%</td>
</tr>
<tr>
<td>Statistics</td>
<td>38.95%</td>
</tr>
<tr>
<td>Calculus</td>
<td>36.24%</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>34.90%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>38.26%</td>
</tr>
<tr>
<td>Physics</td>
<td>34.90%</td>
</tr>
<tr>
<td>Psychology</td>
<td>33.80%</td>
</tr>
<tr>
<td>I don't know</td>
<td>54.03%</td>
</tr>
</tbody>
</table>

Which of these have live chat sessions in e-tutoring to speak with tutors in one on one sessions?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>7.38%</td>
</tr>
<tr>
<td>General Math</td>
<td>6.38%</td>
</tr>
<tr>
<td>Algebra</td>
<td>2.68%</td>
</tr>
<tr>
<td>Statistics</td>
<td>2.68%</td>
</tr>
<tr>
<td>Calculus</td>
<td>1.34%</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>1.01%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>0.67%</td>
</tr>
<tr>
<td>Physics</td>
<td>0.67%</td>
</tr>
<tr>
<td>Psychology</td>
<td>1.01%</td>
</tr>
<tr>
<td>I don't know</td>
<td>76.17%</td>
</tr>
</tbody>
</table>

When asked how likely they will be to use the learning center in the future, the numbers increased with 24.5% stating they were very likely to use it in the future and 42.28% stating they were somewhat likely.

**Analysis and Future Recommendations**

Student's usage of the support services and tutors is low. While the learning center works diligently to get the information for the services to the students, a new approach is needed to assist the center. This assistance should be supported by faculty as well as student affairs. It is recommended faculty and success advisors be trained in the offerings. Having information put in the syllabi concerning offerings would be beneficial. Having faculty require students to use the services, such as e-tutoring's writing center for the review of papers would increase
the traffic on the website, which has a calendar of e-tutoring offerings on its main page. This would help increase student knowledge about services, which could in return increase usage. Lastly, having faculty add a direct link into their blackboards for courses which have resources in the learning center and e-tutoring would remind students of the resources available to them.
Conclusion

The handbook created will allow for enhancement by Edison State Community College in co-curricular areas. This also provides a way to track data about the student affair activities and organizations to allow for more understanding of student learning outside of the classroom. The addition of student affairs personnel to the assessment committee will help the committee of mostly faculty to connect to the student affairs as a team. This handbook will serve as a guide to assess areas not previously assessed at Edison State Community College as well as serve as data towards accreditation requirements by the Higher Learning Commission. The cycle created matches closely with that of the general education cycle to keep the two areas of the college on one path.

The benefits for Edison State of assessing supportive services and co-curricular activities also connects to budgeting. With Ohio operating as a performance-based budget system, the more students use the resources, the more it can help retain the student. With Astin (1999) arguing that involvement in the college helps retain the student, co-curricular programs and supportive services are critical for retention. With the budgeting based on success points achieved due to student completion, the more involved and supported students are, the more likely they are to complete their programs earning Edison State more success points.

Student Affairs personnel also benefit from this assessment. The assessment will bring them more information about the students they serve to help them better. Staff at Edison State are often fulfilling multiple roles, therefore, the more knowledge they have, the better the staff can do their jobs. The data can also help identify weakness, which may not be known to the staff. In return, faculty will benefit by knowing more about their students’ knowledge. It is assumed by many faculty that orientation teaches students what they need to know, therefore they do not
discuss the resources. Having more data will help faculty point students to the supportive services that would most benefit them and more regularly connect their classes to the resources.
CHAPTER 5: NEXT STEP RECOMMENDATIONS

Introduction

With Edison State Community College beginning to assess co-curricular and student support services, the next step is to look at how the new information could work as part of the student’s educational fingerprint. While the college knows this learning is taking place, other than on a resume or in passing, the information is not documented for students. Therefore, exploring how to create digital fingerprints or comprehensive records for tracking the information is a next step. The college will need to use the data to explore what co-curricular offerings exist and how they can develop more to meet the needs of the community, workplaces, and students. Also, the college will want to begin to explore how the co-curricular and supportive services in student affairs align with the strategic plan. While Edison State Community College has worked for several years on guided pathways, linking the activities in student affairs to those goals are not done. The goal, an institutional wide assessment, would help to expand our success with guided pathways.

Developing Co-Curricular Education

Using the tools created, Edison State Community College will have the ability to examine their co-curricular areas in more detail. By examining where and how learning is taking place outside of the classroom, the institution will be able to look at deficiencies in their offerings. It will also lead to the need for institutional learning objectives for the college. Currently, the learning objectives listed on the college website are simply general education outcomes.
college has the ability, using the new standards for the co-curricular and support services assessment, to create an institutional wide assessment plan, which will require these new learning outcomes. New institutional outcomes would show how the co-curricular, classroom, and support services all work together to create a holistic educational experience for students. From the pilot, evidence shows the need for these types of opportunities to enhance the college. New opportunities to enhance co-curricular education can be done utilizing the LMS system already in use by creating workshops in areas that have been found insufficient or that could be improved, such as training for soft skills. Not only would these enhance the student’s experience but could advance partnerships in the community by providing training for skills students need in the workplace through a co-curricular delivery system.

This movement will also help to create a new approach for institutional learning objectives which assess student learning rather than focus on evaluation of programs. The ability to assess and create new co-curriculurs will create the ability to assess the method of student learning across all departments on campus and connect the learning objectives of each area to an overall institutionalized expectation. New educational offerings can help connect the department goals and degree programs. By using this, departments can create more effective plans to connect what co-curricular trainings can be most beneficial to students in each degree program.

Comprehensive Learning Record

Wankel and Parnell (2018) presented on the implication of comprehensive learning records at the Assessment Institute Conference in Indianapolis in October 2018. In their presentation, they discussed twelve institutions that had begun to create records to connect co-curricular and curricular learning. Elon University was a focused best practice, which has created a visual transcript showing what activities the student was involved in, including number of
semesters they conducted research, had global education, and leadership experiences, as well as the number of internship and service hours the student completed. The curricular courses that connected to those activities were also included to provide a well-rounded look at the student’s hard and soft skills learned at the university. Another best practice described was that of the University of South Carolina where Wankel and Parnell (2018) discussed a formal relationship with the Registrar’s office to develop a co-curricular transcript a student could obtain. This university also worked with Beyond the Classroom Matters Initiative (Wankel & Parnell, 2018) to add distinctions to degrees for students who completed an outlined set of requirements in co-curricular activities to build soft skills. Students who built strong co-curricular transcripts and met specific criteria would have the ability to graduate with specific soft skills being identified as “distinction recognition” on their diplomas, which would increase the students participating due to this reward for completion.

Henrich, King, and Shea (2018) also presented on their method of tracking co-curricular activities. At Missouri State University, they use the “Spartan Experience Record” to track co-curricular activities. This includes sponsored activities, leadership and research that are not for credit, student employment, and service learning. The areas included must have specific learning outcomes that align with the mission and institutional learning outcomes of the college.

The ability to track and provide a digital learning record is also important for accreditation. In order to meet accreditation requirements for HLC, community colleges must show evidence that learning objectives are being met not just in curricular but also in co-curricular areas. While this is the reason for developing assessment of co-curricular and supportive service assessment, it also demonstrates how creating digital records for co-curricular learning in connection to the degree pathway can be vital. Creating a form of comprehensive
records for the college can provide sufficient data on the level at which students are meeting the learning objectives within those areas.

**Guided Pathways**

Edison State Community College, like other colleges across the country, has implemented guided pathways as the foundations of the curriculum. With the assessment for supportive services and co-curriculars created, the college can use the matrices created to help demonstrate how each area supports and fits into guided pathways. Waukesha County Technical College in Wisconsin presented at the American Association of Community Colleges in 2018 on their work connecting student affairs assessment to guided pathways. In their presentation, they explained how they connected the departments, accreditation criteria, and strategic goals to the guided pathways essential practices. Edison State Community College has completed their essential practices forms as well; therefore, it would be possible to continue this by also inputting the learning outcomes for the supportive services in connection to the essential practices. This would allow for the assessment of guided pathways itself through the assessment of student learning in the areas identified for each student learning outcome.

**Conclusion**

The next steps are important to a college as part of its growth and service to students. Students gain valuable information in the classroom; however, the classroom is not the only place learning happens. With a competitive market, students need highly developed skills. Determining what areas students lack in and gaining information about their learning patterns will help the school know what types of co-curricular activities would best serve the students. If deficiencies are found in areas of the domains of the CAS standards, it provides the college with the information needed for internal improvement. This also helps satisfy HLC criteria. Edison
State is committed to continuous improvement, however when academic projects are launched, the supportive services have not been reassessed to ensure the changes are institutional wide. By assessing Student Affairs, internal improvement transforms from departmental to institutional wide. Doing so will break down silo barriers and advance the mission of the school to provide the support services and opportunities to help students reach their goals. The supportive services and co-curricular activities offer new way from students to grow personally and professionally, which in turn will help them as they continue in their academics. The CAS supplement the general education outcomes adding to the ability for students to be successful.

By examining the types of activities offered, student affairs will have the ability to create new co-curricular education areas that were not previously being served. This can work as part of an advisory board action to serve the businesses in the communities as well as connect to specific degree programs to increase the skill set a student builds while in college. Students attending Edison State are focusing on a specific job market or career. By offering new opportunities in areas that would directly relate to their career path, students could build more soft skills not focused on in the classroom that will help them with their academics and career path.

Building institutional wide learning helps students by building the digital records so students can demonstrate not just in resumes and interviews the skills they earned, but through a transcript to show the learning outcomes for the co-curricular activities were met and satisfied by the student. All of this also helps to connect to the essential practices of guided pathways to show how the college works to meet the needs of the students in each practice. As suggested next steps, these recommendations would help the college meet its accreditation requirements, gain better data on co-curricular and supportive service assessment, and advance the relationship between the school and the community.
REFERENCES


APPENDIX A: SURVEY FOR SUPPORTIVE SERVICES SAMPLE REPORTS
This survey was administered through Institutional Research and the data provided to the author to create the supportive service final reports.

EMAIL TEXT

Subject: Enter for a chance to win a $25 Visa Gift Card by completing a survey

Greetings! You are cordially invited to enter to win a $25 Visa Gift Card! To enter, please complete the linked [SurveyMonkey] survey which explores information about financial aid, the learning center, and career services. This survey will be open until Wednesday, April 25th at 8:00am. The winner of the Visa card will be notified the first week of May.

Your participation in this survey is deeply appreciated!

DEMOGRAPHICS

Please identify your gender assigned at birth
- Male
- Female
- Not identified

How do you identify your gender?
- Male
- Female
- Transgendered
- Non-Binary
- Other (please specify)

What is your age?
- CCP (All CCP students select this category)
- 18-20
- 21-23
- 24-26
- 27+

What is your Race/Ethnicity?
- White
- Black
- Asian
- African American
- Native American
- Hispanic
- Other (Please specify)
How many classes did you take in the spring semester?
- 1 class
- 2 classes
- 3 classes
- 4+ classes

What is your Educational Goal?
- Taking Classes for Interest
- I’m a CCP student
- I am working to complete an AAS/AAB degree
- I am working to complete an AA/AS degree to transfer to a four year college

What is your major?
[Comment box]

FINANCIAL AID

Did you apply for the 2017-2018 FAFSA? Yes No
Have you applied for the 2018-2019 FAFSA? Yes No
Have you ever attended a Help Session for FAFSA? Yes No
Where did you first learn about the FAFSA? (comment box)

What does the FAFSA stand for?
- Federal Application for Finding Student Aid
- Free Application for Federal Student Aid
- Free Application for Finding Scholarship Aid
- I don’t know

What age do you have to be to be considered an independent from your parents?
- 20
- 22
- 24
- 26
- I don’t know

Other than age, which of the following is a method of claiming independency? Click all that apply
- Married
- Have children
- Emancipation
- Living On Your Own
- I don’t know
The FAFSA is needed to determine eligibility for (click all that apply)
Grants
Loans
The Edison State Scholarship
I don’t know

Financial Aid can be used to purchase which of the following from the bookstore (click all that apply)
Textbooks
School Supplies
School Merchandise
Laptops
I don’t know

You have to be full time to receive Pell Grants?
Yes
No
I don’t know

What is the minimum number of credits you need to enroll in to receive a student loan?
3
6
9
12
I don’t know

If you receive federal aid in a semester and completely withdraw just after midterm, will you owe federal aid funds back?
Yes
No
I don’t know

What are the academic standards you must maintain in order to keep federal aid eligibility? (Click all that apply.)
Must maintain a 3.0 cumulative GPA
Must complete and pass at least 67% of all classes attempted
Must maintain a 2.0 cumulative GPA
Total attempted credit hours cannot exceed more than 150% of the hours your program allows
Must complete and pass at least 50% of all classes attempted
CAREER SERVICES

Which of the following are available to Edison Students to explore career planning? (click all that apply)
- Holland Career Model
- Typefocus Questionnaire
- Career Advisor
- None of these

Which of the following services are offered by Edison State? (Click all that apply)
- Resume Review
- Cover Letter Review
- Interviewing Skills Help
- Career Outlook Information
- Job Services
- Community Employer Connections
- Assessments to identify a Career Pathway
- None of these

What is CollegeCentral.com/EdisonOhio?
- A recruitment service
- Information about the majors offered by Edison
- Job Outlook for Edison Students
- I Don’t Know

How confident are you in your chosen career path?
- Very Confident
- Somewhat Confident
- Not Very Confident

How often have you used the Career and Job Services?
- Never
- 1
- 2
- 3
- 4+

If you have never used career services, why not?
(comment box)

If you have used career services, has it helped you? Yes No
Why or why not?
(comment box)
LEARNING CENTER

How often have you used the Learning Center this academic year (Fall and Spring semesters)?
   Never
   1
   2
   3
   4+

How often have you used the E-Tutoring this academic year (Fall and Spring semesters)?
   Never 1 2 3 4+

Where is the learning center located?
   Student Affairs
   Library
   I don’t know

What can be done in the Learning Center? (Select all that apply)
   Testing
   Have a paper reviewed
   Get help with assignments
   Submit a paper electronically for review
   I Don’t Know

What topics are tutors available for? (Select all that apply)
   Accounting
   Biology
   Chemistry
   CIT 110S
   Communications
   Economics
   Engineering/Manufacturing
   English
   Gen Ed 101S
   History
   Humanities
   Mathematics
   Physics
   Psychology
   Spanish
   I Don’t Know
What topics are available through e-tutoring? (Click all that apply)
- Writing
- General Math
- Algebra
- Statistics
- Calculus
- Anatomy & Physiology
- Chemistry
- Physics
- Psychology
- I Don’t Know

Which of these have live chat sessions to speak with tutors in one on one sessions?
- Writing
- General Math
- Algebra
- Statistics
- Calculus
- Anatomy & Physiology
- Chemistry
- Physics
- Psychology
- I Don’t Know

On average, how long does it take for the online writing lab to return feedback on papers?
- 24 hours
- 48 hours
- 60 hours
- 72 hours
- I don’t know

Where do you go to use the e-tutoring?
- Library Website
- Edison Homepage
- Learning Center
- I Don’t Know

Where did you learn about the learning center services?
- My class syllabus
- Signs around the school
- By accident
- I didn’t know about it
- Other
How likely are you to use the learning center or e-tutoring in the future?

Very likely
Somewhat likely
Not likely

If you wish to enter in the drawing for the $25 visa gift card, please enter your student id number [comment box]
FERRIS STATE UNIVERSITY

Institutional Review Board for Human Subjects in Research

Office of Research & Sponsored Programs, 1010 Campus Drive, PL-TE 410G · Big Rapids, MI 49307

Date: November 14, 2017

To: Roberta Teahen and Amanda Bylczynski
From: Maureen Wawsczyk, Research Integrity & Compliance Officer
Re: IRB Application, Assessing Student Affairs: A Project for Edison State Community College

The Ferris State University Institutional Review Board (IRB) has reviewed your application for using human subjects in the study, Assessing Student Affairs: A Project for Edison State Community College, and determined that it does not meet the Federal Definition of research on human subjects, as defined by the Department of Health and Human Services or the Food and Drug Administration. This project does not meet the federal definition of research on human subjects because it is directed at improving operational activities and therefore a customer service/process initiative. As such, approval by the Ferris IRB is not required for the proposed project.

This determination applies only to the activities described in the submission; it does not apply should changes be made. If changes are made and there are questions about whether these activities are research involving human subjects, submit a new request to the IRB for determination. This letter only applies to Ferris IRB Review; it is your responsibility to ensure all necessary institutional permissions are obtained and policies are met prior to beginning the project, such as documentation of institutional or department support. Note that quality improvement project findings may be published, but any findings presented or published should be clearly identified as part of a quality improvement initiative and not as research.

Your project will remain on file with the Ferris IRB for purposes of tracking research efforts at Ferris. Should you have any questions regarding the determination of this letter, please contact the IRB.

Regards,

Maureen J Wawsczyk

Ferris State University Institutional Review Board
Office of Research and Sponsored Programs

Version 11.2014
July 17, 2017

Institute Review Board Members:

As the Human Subjects Authority at Edison State Community College I approve of Ms. Amanda Bylczynski conducting her research project at our institution. Furthermore, I have requested a copy of the IRB approval once that process is complete.

Sincerely,

[Signature]

Dr. Paul Heintz Jr.
Dean of Arts and Sciences
Edison State Human Subject Authority
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Piqua, OH 45356
937-778-7921
pheintz@edisonohio.edu