



COLLEGE OF EDUCATION,  
HEALTH, AND SOCIETY

*Discovery Center for Evaluation,  
Research, and Professional Learning*

# **Evaluation of the Ohio Campus Compact AmeriCorps Student Resource Centers Program, Annual Report 2023-2024**

**DISCOVERY CENTER**

*for*

**EVALUATION, RESEARCH, AND PROFESSIONAL LEARNING**

MIAMI UNIVERSITY

OXFORD, OH

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# Overview of Evaluation Services

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The Discovery Center for Evaluation, Research, and Professional Learning (Discovery Center) has contracted with the Ohio Campus Compact (OCC) Team to evaluate the AmeriCorps Student Resource Centers (SRCs) program and its impact. Dr. Yue Li, Discovery Center Associate Director, is the Principal Investigator for the evaluation, and Ms. Alison Lapointe is the Senior Research Associate. This report summarizes findings of data from the SRCs across Ohio between Fall 2021 and Spring 2024. During the 2021-2022 academic year, the Discovery Center worked closely with the OCC Project Team to evaluate the program and its impact on students on multiple Ohio Institution of Higher Education (IHE) campuses. As such, much of the data in this report is starting from the 2022-2023 academic year; however, since some of the SRC sites were part of the project prior to the 2022-2023 academic year, their previous data were included to capture the longitudinal impact of the SRC program.

The SRC program evaluation has three main goals. The first goal is to monitor the progress of the program activities, as well as the services provided by the SRCs on multiple Ohio Institution of Higher Education (IHE) campuses. The second goal is to examine the influence of the SRCs on students' academic success outcomes. The third goal is to assess the experiences of the AmeriCorps members serving students at the SRCs. The evaluation is designed to assess whether the project meets the following four objectives:

- 1) Increase in the percentage of students who report that the resources helped eliminate barriers, compared to the previous year.
- 2) Equal or higher percentage of students who passed enrolled courses during the semester they received services from the SRCs, compared to campus averages.
- 3) Equal or higher percentage of students who were enrolled the following semester after receiving services from the SRCs, compared to campus averages.
- 4) Equal or higher percentage of students who previously received services from the SRCs graduating from college, compared to campus averages.

The purpose of this report is to present findings of the data collected from the SRC sites at IHEs, including intake data from the students served, student academic outcomes, and the findings from the *AmeriCorps Member End-of-Year survey*.



# Evaluation

## Overview of Evaluation Services

Aligning with the project objectives, the evaluation of the SRC program intended to answer the following evaluation questions:

- 1) How and to what extent was the program able to develop or expand SRCs on campuses participating in the program to serve their students?
- 2) To what extent did referrals help eliminate students’ barriers after receiving services from the SRCs?
- 3) To what extent did the utilization of services provided by the SRCs influence students’ academic success, including course success, retention, and graduation?
- 4) To what extent did this program influence AmeriCorps members’ (a) understanding of local nonprofits, local/state/federal agencies, and the services they can provide to college students, and (b) leadership skills?

## Data Collection

The evaluation of the Ohio Campus Compact (OCC) Student Resource Centers (SRCs) program included three data sources: student resource center intake data, student academic outcome data, and *AmeriCorps Member End-of-Year Survey* data. Table 1 presents an overview of the intake and student outcome data from each SRC site campus.

Table 1. *Overview of Intake and Student Outcome Data at Each SRC Site Campus, OCC SRC Intake and Student Outcome Data*

SRC Site Campus	2022-2023 SRC Sites*	2023-2024 SRC Sites	Intake Data Provided			Outcome Data Provided**
			2022-2023	2023-2024	Either Year	
Baldwin Wallace University	X	X	X	X	X	
Case Western University		X				
COTC	X	X	X	X	X	X
Hiram College	X	X	X	X	X	X
Kent State University		X		X	X	X
Mount St. Joseph	X	X	X	X	X	X
OU Chillicothe	X	X	X	X	X	X
OU Eastern		X		X	X	X
OU Zanesville	X	X	X		X	

SRC Site Campus	2022-2023 SRC Sites*	2023-2024 SRC Sites	Intake Data Provided			Outcome Data Provided**
			2022-2023	2023-2024	Either Year	
Owens Community College		X				
University of Akron	X		X		X	
University of Findlay		X				
University of Mount Union	X	X	X	X	X	X
<b>Total</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>7</b>

\*The sites included in the 2022-2023 academic year were those that provided intake data.

\*\* Only the sites who were involved in the program during the 2023-2024 academic year were contacted by the Evaluation Team to provide outcome data for this report.

**Student Resource Intake Data**

Student Resource Intake data were collected from SRC sites at IHEs in Ohio using a *Student Intake Form*. These data were deidentified and provided to the OCC Project Team by the SRC site supervisors between Fall 2022 and Spring 2024. The OCC Project Team shared these data with the Discovery Center Evaluation Team (Evaluation Team) in June 2024. The Evaluation Team added additional intake data received directly from the SRC sites to this data set. This included 2023-2024 intake data from Kent State University and Spring 2024 data from Mount St. Joseph University, Ohio University Eastern Campus, and the University of Mount Union. With these additions, the report includes intake data from a total of 10 sites, as Kent State University was not included in the intake data provided by the OCC Project Team. Items on the intake form included several demographic items such as gender, race/ethnicity, employment status, marital status, and current living situation. It also asked students whether they were a first-generation student, if they were Pell Grant Eligible, and what need(s) they had. SRC site supervisors also provided additional information, including whether it was the student’s first visit, type of contact (in-person or virtual), date of visit and follow up, if referrals were utilized, if referrals helped eliminate barriers, where a referral was made, and if there were any on-campus department or community partner resources provided. A copy of the *SRC Student Intake Form* template can be found in Appendix A.

**Student Academic Outcome Data**

One of the major evaluation activities was to connect student academic outcome data with SRC intake data to assess the impact of the SRCs on student’ academic outcomes. During the 2023-2024 academic year, the Evaluation Team contacted SRC site supervisors at each of the 12 SRC sites to collect student academic outcome data and corresponding intake data from those who used the SRC service, as well as campus-wide metrics for comparison purposes. Of the 12 sites, seven of the SRC site supervisors provided the Evaluation Team with intake data from their respective SRCs as well as student outcome data for those students who visited the center. These sites were Central Ohio Technical College (COTC), Hiram College, Kent State University, Mount St. Joseph University, Ohio University (OU) Chillicothe, OU

Eastern, and University of Mount Union. The student outcome data were linked with the intake data using pseudo-identifiers created by each SRC site. Due to the differences in when sites opened, had an AmeriCorps member, and started collecting intake data, sites provided data for a range of different academic semesters, from Fall 2021 to Spring 2024. As a result, the data from all sites could not be combined, and student outcomes for each site are presented separately in this report.

Of the remaining five sites, three did not have data to provide and two, Ballwin Wallace University and Owens Community College, did not provide data to the Evaluation Team for this report.

### ***AmeriCorps Member End-of-Year Survey Data***

Data on AmeriCorps members' experience were collected through *AmeriCorps Member End-of-Year Survey* administered in May 2024. This survey was developed and administered by the OCC Project Team at the end of the academic year via an online survey platform. It measured members' experiences in the program, their knowledge of local nonprofits and agencies, their knowledge of the services available to college students, and their leadership skills. Survey data were shared with the Evaluation Team in June, 2024. A copy of the *AmeriCorps Member End-of-Year Survey* can be found in Appendix B.

# Program Evaluation Findings

## EQ1: How and to what extent was the program able to develop or expand SRCs on campuses participating in the program to serve their students?

### OCC SRC Intake for All Campuses

Ten SRC sites provided intake data between Fall 2022 and Spring 2024. The following results are from these 10 SRC sites (see Table 1 for the list of these sites).

#### Demographic and Background Information of Students Served by SRCs

Table 2 through Table 6 display demographic and background data for students at the time of their first visit to an SRC site between August 2022 and May 2024. A total of 883 students visited SRCs for the first time in 2022-2023 and 1,071 first visited in 2023-2024. Combining data from these two years, the 10 SRCs collectively served at least 1,954 students during this period. Of the students who visited SRCs across the two years and provided demographic data, 57% were females, and 50% were Caucasian. Further, at the time of their first visit, 41% reported they were single and 64% reported they worked full-time or part-time. Regarding living situation, 29% reported they lived on-campus followed by 27% who were renting.

Table 2. Student Gender at First Visit, OCC SRC Intake Data, August 2022-May 2024

Gender	2022-2023 n = 883	2023-2024 n = 1,071	Both Years n = 1,954
Female	38%	73%	57%
Male	21%	25%	23%
Non-Binary/Trans/Prefer to Self-Describe	2%	1%	1%
Prefer Not to Answer	0.11%	0.19%	0.15%
Unknown	39%	1%	18%

Table 3. Student Race/Ethnicity at First Visit, OCC SRC Intake Data, August 2022-May 2024

Race/Ethnicity	2022-2023	2023-2024	Both Years
	n = 883	n = 1,071	n = 1,954
African American	11%	24%	18%
Asian	2%	3%	3%
Caucasian	42%	58%	50%
Hispanic/Latinx	2%	4%	3%
Other (International, Multi-Racial, Pacific Islander)	3%	6%	5%
Prefer not to answer	1%	4%	3%
Unknown	40%	1%	19%

Table 4. Student Marital Status at First Visit, OCC SRC Intake Data, August 2022-May 2024

Marital Status	2022-2023 n = 883	2023-2024 n = 1,071	Both Years n = 1,954
Single	41%	42%	41%
Married	2%	1%	2%
Separated	0.11%	0.19%	0.15%
Divorced	0.11%	0.09%	0.10%
Unknown	57%	57%	57%

Table 5. Student Employment Status at First Visit, OCC SRC Intake Data, August 2022-May 2024

Employment Status	2022-2023 n = 883	2023-2024 n = 1,071	Both Years n = 1,954
Full Time	13%	41%	28%
Part Time	35%	36%	35%
Seasonal	1%	1%	1%
Not Employed	13%	16%	15%
Off Campus	0%	0.4%	0.2%
On Campus	0%	1%	0.4%
Unknown	37%	4%	19%

Table 6. Student Current Living Situation at First Visit, OCC SRC Intake Data, August 2022-May 2024

Items	2022-2023 n = 883	2023-2024 n = 1,071	Both Years n = 1,954
Resident Hall/On-Campus	26%	32%	29%
Renting	17%	36%	27%
Homeowner	5%	9%	7%
Family/Friends	15%	21%	18%
Homeless	0.1%	0.1%	0.1%
Transitional Housing	0.3%	0.2%	0.3%
Prefer Not to Answer	37%	3%	19%

Seven of the SRC sites asked students whether they were eligible for a Pell Grant. Of all the students who visited these SRCs where this information was entered during their first visit intake, 40% reported being eligible for a Pell Grant (Table 7). Additionally, nine SRC sites asked students whether they identified as first-generation students. Of all the students who visited these SRCs where this information was collected during their first visit intake, 60% identified as first-generation students (Table 8).

Table 7. Pell Grant Eligible at First Visit, OCC SRC Intake Data, August 2022-May 2024

SRC Site Campus	2022-2023		2023-2024		Both years	
	Number of Responses	Pell Grant Eligible	Number of Responses	Pell Grant Eligible	Number of Responses	Pell Grant Eligible
Baldwin Wallace University	85	70 (82%)	26	15 (58%)	111	85 (77%)
Mount St. Joseph University	0	0 (0%)	48	15 (31%)	48	15 (31%)
OU Chillicothe	24	18 (75%)	26	7 (27%)	50	25 (50%)
OU Eastern	0	0 (0%)	11	5 (45%)	11	5 (45%)
OU Zanesville	2	2 (100%)	0	0 (0%)	2	2 (100%)
University of Akron	31	1 (3%)	0	0 (0%)	31	1 (3%)
University of Mount Union	31	11 (35%)	192	45 (23%)	223	56 (25%)
<b>All sites</b>	<b>173</b>	<b>102 (59%)</b>	<b>303</b>	<b>87 (29%)</b>	<b>476</b>	<b>189 (40%)</b>

Table 8. First-Generation Student at First Visit, OCC SRC Intake Data, August 2022-May 2024

SRC Site Campus	2022-2023		2023-2024		Both years	
	Number of Responses	First Gen.	Number of Responses	First Gen.	Number of Responses	First Gen.
Baldwin Wallace University	70	53 (76%)	55	21 (38%)	125	74 (59%)
COTC	93	91 (98%)	351	351 (100%)	444	442 (99.5%)
Kent State University	0	0 (0%)	15	3 (20%)	15	3 (20%)
Mount St. Joseph	0	0 (0%)	10	10 (100%)	10	10 (100%)
OU Chillicothe	18	14 (78%)	9	9 (100%)	27	23 (85%)
OU Eastern	0	0 (0%)	5	5 (100%)	5	5 (100%)
OU Zanesville	10	10 (100%)	0	0 (0%)	10	10 (100%)
University of Akron	26	3 (12%)	0	0 (0%)	26	3 (12%)
University of Mount Union	4	3 (75%)	386	55 (14%)	390	58 (15%)
<b>All sites</b>	<b>221</b>	<b>174 (79%)</b>	<b>831</b>	<b>454 (55%)</b>	<b>1,052</b>	<b>628 (60%)</b>

### Student Resource Center Student Needs and Referral Data

Table 9 through Table 11 shows the type of needs students had when they visited the SRCs, the type of referrals made in response to these needs, and on-campus department or community partner resources provided to students. Note that students might have reported multiple needs and gotten multiple referrals/supports each time they visited.

Table 9 shows the types of needs reported by students at intake. The most frequently reported need was for food (n = 4,813), followed by SRC information (n = 747), and utilities (n = 651). In addition,

career/job, mental health/counseling, clothing, academic needs/supplies/textbooks, and healthcare/dental were among other common needs across years or in certain years.

Table 9. *Student Needs, OCC SRC Intake Data, August 2022-May 2024*

<b>Student Needs</b>	<b>2022-2023 n = 2,566</b>	<b>2023-2024 n = 3,074</b>	<b>Both Years n = 5,640</b>
Food	2,194	2,619	4,813
SRC Information	275	472	747
Utilities	136	515	651
Career / Job	192	457	649
Mental Health / Counseling	142	479	621
Clothing	176	424	600
Academic Needs / Supplies / Textbooks	151	435	586
Healthcare / Dental	81	422	503
Housing	78	316	394
Emergency Financial Assistance	101	263	364
Personal Safety	13	267	280
Childcare	26	250	276
Transportation	23	242	265
Furniture/Appliances	27	212	239
Substance Abuse	6	213	219
Legal Assistance	6	212	218
Other*	147	521	668

*Note. More than one need could be selected. 95% of the “other” responses only identified that “other” was selected but had no need listed.*

Table 10 shows the types of referrals made for students. The top referrals were consistent with the top student needs; most referrals related to food ( $n = 4,498$ ), followed by utilities ( $n = 629$ ), and SRC information ( $n = 528$ ). Referrals related to mental health/counseling, clothing, LGBTQ or diversity/inclusion support, emergency financial assistance, and academic needs/supplies were also among the most commonly made.

Areas where students reported needs but fewer referrals were made include career/job (649 visits reported needs, but only 259 referrals were made), academic needs/supplies (586 visits reported needs, but only 326 referrals were made), and healthcare/dental (503 visits reported needs, but only 241 referrals were made).

Further analysis of the intake data revealed that the majority of reported needs related to careers/jobs, academic supplies, and healthcare/dental services were from the University of Mount Union and Kent State University; however, University of Mount Union reported virtually no referrals for these needs.

Table 10. Referrals Made for Students, OCC SRC Intake Data, August 2022-May 2024

Type of Referral Made	2022-2023 n = 2,628	2023-2024 n = 2,149	Both Years n = 4,777
Food	2,443	2,055	4,498
Utilities	117	512	629
SRC Information	187	341	528
Mental Health / Counseling	74	379	453
Clothing	75	336	411
LGBTQ or Diversity / Inclusion Support	11	379	390
Emergency Financial Assistance	93	249	342
Academic Needs / Supplies	70	256	326
Childcare	20	261	281
Housing	28	243	271
Career / Job	12	247	259
Transportation	16	230	246
Furniture / Appliances	19	222	241
Healthcare / Dental	10	231	241
Student Involvement Opportunities	1	232	233
Substance Abuse	0	229	229
Financial Literacy	0	229	229
Navigating College Process	0	221	221
Personal Safety	3	212	215
Legal Assistance	0	212	212
Other*	86	769	855

Note. More than one type of referral could be selected. 99% of the “other” responses only identified that “other” was selected but had no referrals listed.

Table 11 shows the on-campus department or community partner resources provided to students. The top resource provided was Other resources (n = 835), followed by Job & Family Services (n = 742). Counseling, Financial Aid, and Salvation Army, were some of the other common resources provided to the students in need.

Table 11. On-Campus Department or Community Partner Resources Provided, OCC SRC Intake Data, August 2022-May 2024

Campus Resources	2022-2023 n = 704	2023-2024 n = 604	Both Years n = 1,308
Job & Family Services	314	428	742
Counseling	55	356	411
Financial Aid	136	261	397
Salvation Army	91	212	303
Title IX	0	228	228
Police	0	228	228
Red Cross	3	211	214



<b>Campus Resources</b>	<b>2022-2023 n = 704</b>	<b>2023-2024 n = 604</b>	<b>Both Years n = 1,308</b>
Legal Aid	0	211	211
Student Life	77	69	146
Tutoring Services	12	23	35
International Enrollment Services	0	17	17
Registration	0	17	17
Victim Advocates	0	17	17
Other*	529	306	835

*Note. More than one campus resource could be selected. Many of the “other” campus resources listed included multiple resources. The most frequently listed resources included the campus food pantry, the campus/local library, the Lion’s Cupboard, and United Way.*

**EQ2: To what extent did referrals help eliminate students’ barriers after receiving services from the SRCs?**

Table 12 displays the numbers and percentages of students who visited each of the SRCs, whether it was their first visit, if referrals were utilized, and if the referrals helped eliminate barrier(s) for the 2022-2023 and 2023-2024 academic years. It is important to note that percentages for “first visits,” “referrals were utilized,” and “referrals helped eliminate barriers” were calculated using the total number of “Yes” responses to these items divided by the total number of visits. For some of the IHEs, data were not recorded for all items, thus the percentages in Table 12 are calculated based on data available.

In the 2022-2023 academic year, eight IHEs provided SRC intake data for a total of 2,694 visits. Of the eight IHEs, the SRC at University of Akron had the largest percentage of visits (49%). Of all the visits to the SRCs, only 33% were first-time visits. Of all the visits to the SRCs at COTC, Hiram College, Mount St. Joseph University, OU Chillicothe, and OU Zanesville, 85% or more were first-time visits. Across all SRC sites, 49% of students utilized the referrals provided, which helped eliminate their barriers. However, nearly 20% of the entries for these two variables were reported as unknown or no data, indicating that the actual use of referrals and their effectiveness in eliminating barriers could be higher than the reported percentages. Additionally, at Baldwin Wallace University, Hiram College, Mount St. Joseph University, and the University of Mount Union, 95% or more of students utilized the referrals provided, and the referrals helped eliminate barriers.

In the 2023-2024 academic year, eight IHEs, including two new IHEs (Kent State University and OU Eastern campus), provided SRC intake data for a total of 3,182 visits<sup>1</sup>. Of the eight IHEs, the SRC at University of Mount Union had the largest percentage of visits (54%). Of all the visits to the SRCs, only 43% were first-time visits. At COTC, OU Chillicothe, and OU Eastern, all students were visiting the SRC for the first time. Additionally, of all the visits to the SRCs at Hiram College and Mount St. Joseph University, 85% or more were first-time visits, indicating these continuing SRCs were still serving many new students. Across all sites, the majority of students utilized the referrals provided (83%), and the referrals helped eliminate barriers (89%), indicating the effectiveness of the SRCs. Compared to the previous academic year (2022-2023), which had a high number of unknown/no data entries, for data from the

<sup>1</sup> Two sites that provided intake data in 2022-2023 did not provide data in 2023-2024.

2023-2024 academic year, only about 3% of entries for these two variables were unknown, indicating improved reporting accuracy. Additionally, at Hiram College, OU Chillicothe, and the University of Mount Union, 90% or more of students utilized the referrals provided, and the referrals helped eliminate barriers.

Table 12. SRC Visit and Referral Numbers by Site Campus and by Academic Year, OCC SRC Intake Data, August 2022 - May 2024

Site Campus	2022-2023				2023-2024			
	Total Visits <sup>a</sup>	First Visits <sup>b</sup>	Referrals were Used <sup>b</sup>	Referrals helped Eliminate Barriers <sup>b</sup>	Total Visits <sup>a</sup>	First Visits <sup>b</sup>	Referrals were Used <sup>b</sup>	Referrals helped Eliminate Barriers <sup>b</sup>
Baldwin Wallace University	113 (4%)	85 (75%)	<b>113</b> <b>(100%)</b>	<b>113</b> <b>(100%)</b>	122 (4%)	51 (42%)	92 (75%)	89 (73%)
COTC	487 (18%)	<b>483</b> <b>(99%)</b>	326 (67%)	291 (60%)	568 (18%)	<b>568</b> <b>(100%)</b>	<b>469</b> <b>(83%)</b>	427 (75%)
Hiram College	32 (1%)	<b>32</b> <b>(100%)</b>	<b>31</b> <b>(97%)</b>	<b>31</b> <b>(97%)</b>	84 (3%)	<b>79</b> <b>(94%)</b>	<b>77</b> <b>(92%)</b>	<b>77</b> <b>(92%)</b>
Kent State University*	0 (0%)	--	--	--	898 (28%)	41 (19%)	--	--
Mount St. Joseph University	88 (3%)	<b>84</b> <b>(95%)</b>	<b>88</b> <b>(100%)</b>	<b>88</b> <b>(100%)</b>	118 (4%)	<b>103</b> <b>(87%)</b>	38 (32%)	35 (30%)
OU Chillicothe	28 (1%)	<b>24</b> <b>(86%)</b>	9 (32%)	9 (32%)	26 (1%)	<b>26</b> <b>(100%)</b>	<b>26</b> <b>(100%)</b>	<b>26</b> <b>(100%)</b>
OU Eastern	0 (0%)	0 (0%)	0 (0%)	0 (0%)	11 (0.35%)	<b>11</b> <b>(100%)</b>	6 (55%)	6 (55%)
OU Zanesville	24 (1%)	<b>23</b> <b>(96%)</b>	16 (67%)	14 (58%)	0 (0%)	--	--	--
University of Akron	1,319 (49%)	31 (2%)	125 (9%)	158 (12%)	0 (0%)	--	--	--
University of Mount Union	603 (22%)	121 (20%)	<b>603</b> <b>(100%)</b>	<b>603</b> <b>(100%)</b>	1,355 (43%)	192 (14%)	<b>1,355</b> <b>(100%)</b>	<b>1,355</b> <b>(100%)</b>
<b>Total</b>	<b>2,694</b> <b>(100%)</b>	<b>883</b> <b>(33%)</b>	<b>1,311</b> <b>(49%)</b>	<b>1,307</b> <b>(49%)</b>	<b>3,182</b> <b>(100%)</b>	<b>1,071</b> <b>(43%)</b>	<b>2,063</b> <b>(83%)</b>	<b>2,227</b> <b>(89%)</b>

Note. -- indicates data were not available.

\* The Flashes Fighting Hunger is the SRC organization at Kent State University. This organization directly provided food to students and the local community rather than making referrals. Consequently, referral data is not included in the table.

<sup>a</sup> The percentage represents the percentage of visits for each IHE as a total of all IHEs.

<sup>b</sup> The percentage represents the percentage of first visits, referral used, and referrals helped eliminate barrier(s) as the total number of visits within each IHE.

Table 13 displays the changes in the number of visits to the SRCs, the number of first-time visits, utilization of referrals, and the effectiveness of referrals in eliminating barriers from 2022-2023 to 2023-2024. These changes are presented only for sites that provided intake data for both years. For sites with intake data across both years, there was a total increase of 922 visits (68% increase) to the SRCs, reflecting an enhanced capacity of SRCs to serve students.

The University of Mount Union had large increases, particularly in the number of visits to the SRC, referrals utilized, and referrals that helped eliminate barriers from 2022-2023 to 2023-2024, suggesting

the growing demand for and effectiveness of their SRC. COTC and Hiram College also had increases in visits to the SRC, first-time visits, referrals utilized, and referrals that helped eliminate barriers during the same period. OU Chillicothe showed increases in all areas except for a slight decrease in the number of visits. Baldwin Wallace University had a slight increase in visits but had decreases in first-time visits, referrals utilized, and referrals that helped eliminate barriers. Lastly, Mount St. Joseph University had increases in visits and first-time visits but had decreases in referrals utilized and referrals that helped eliminate barriers.

Table 13. *Changes in SRC Visit and Referral Numbers by Site Campus and by Year, OCC SRC Intake Data, August 2022 - May 2024*

Site Campus	Intake Data Availability		2022-2023 to 2023-2024			
	2022-2023	2023-2024	Change in Total # of Students	Change in First Time Visits	Change in Referrals Utilized	Change in Referrals Helped Eliminate Barrier(s)
Baldwin Wallace University	X	X	+9	-34	-21	-24
COTC	X	X	+81	+85	+143	+136
Hiram College	X	X	+52	+47	+46	+46
Kent State University		X				
Mount St. Joseph	X	X	+30	+19	-50	-53
Ohio University Chillicothe	X	X	-2	+2	+17	+17
Ohio University Eastern		X				
Ohio University Zanesville	X					
University of Akron	X					
University of Mount Union	X	X	+752	+71	+752	+752
<b>Total</b>			<b>+922</b>	<b>+190</b>	<b>+887</b>	<b>+874</b>

**EQ3: To what extent did the utilization of services provided by the SRCs influence students’ academic success, including course success, retention, and graduation?**

Seven IHEs provided intake data from their respective SRC sites, as well as student academic outcome data for those students who visited the SRCs. Intake data and student outcome data were matched by pseudo-IDs for each site. As mentioned previously, because the data collected were not consistent

across sites and could not be combined, the impacts of the SRC on students' academic outcomes are first analyzed and reported separately for each site. Findings from the SRC-served students were compared to campus-wide data when available. The Evaluation Team then synthesized findings across sites to provide a fuller understanding of the collective SRC program impact.

## **COTC**

The COTC site provided the Evaluation Team with intake and student academic outcome data for 414 students from Fall 2021 and Fall 2023. The student outcome data file did not specify the academic status of the students (e.g., freshmen, sophomore). The Evaluation Team was able to match intake and outcome data for all 414 students using pseudo-IDs provided by the SRC supervisor. The findings presented below are based on data for these 414 students.

Of the 414 students included in the data set, 76 first visited the SRC in Fall 2021, with 67 enrolled that semester. Another 60 first visited the SRC in Spring 2022, with 30 enrolled that semester, and 278 first visited the SRC in Fall 2023, with 130 enrolled that semester.

Table 14 shows that approximately 80% of these students were female and 65% were Caucasian. Although the SRC provided data on students' first-generation status, between 20% and 33% of this information was missing for Fall 2021 and Spring 2022. Reporting improved in Fall 2023, with only 4% of values missing; 58% of students identified as first-generation. Additionally, the Evaluation Team used campus-wide demographics from the Central Ohio Technical College Student Demographics Autumn 2023 Report for comparison (Central Ohio Technical College, 2024). The percentages of females visiting the SRC (80%) were higher than the percentage of female students enrolled at the college (71%), while the percentage of Caucasian students visiting the SRC was similar to the percentage enrolled at the college. The percentages of African American students visiting the SRC in Spring 2022 and Fall 2023 were slightly higher compared to the overall percentage enrolled at the college.

Table 14. *Student Demographics, COTC Student Outcome Data and Campus-Wide Data, Fall 2021-Fall 2023*

<b>Demographics</b>	<b>Items</b>	<b>SRC Demographics Fall 2021 (n = 67)</b>	<b>SRC Demographics Spring 2022 (n = 30)</b>	<b>SRC Demographics Fall 2023 (n = 130)</b>	<b>Campus-Wide Demographics (Fall 2023)*</b>
Gender	Female	84%	77%	83%	71%
	Male	16%	23%	17%	29%
Race/Ethnicity	African American	12%	20%	22%	13%
	Asian	7%	3%	3%	5%
	Caucasian	69%	63%	63%	64%
	Hispanic/Latinx	1%	0%	0%	3%
	Native American / Alaskan Native	0%	0%	0%	0.1%
	Native Hawaiian or Other Pacific Islander	0%	0%	0%	0.1%

Demographics	Items	SRC Demographics Fall 2021 (n = 67)	SRC Demographics Spring 2022 (n = 30)	SRC Demographics Fall 2023 (n = 130)	Campus-Wide Demographics (Fall 2023)*
	Two or More Races	0%	0%	0%	8%
	Other	0%	0%	2%	0%
	Prefer not to answer	0%	0%	8%	0%
	Unknown / Not Reported	10%	13%	2%	6%
First-Generation Student	Yes	34%	47%	58%	--
	No	33%	33%	38%	--
	Unknown / Not Reported	33%	20%	4%	--

Note. The COTC SRC did not provide data on Pell Grant eligibility.

\*The campus-wide demographics did not include data on first-generation students.

For the 67 students who first visited the SRC and were enrolled in Fall 2021, the average grade point average (GPA) was 2.28, and 67% had GPAs greater than 2.00, placing them in good academic standing<sup>2</sup> (Table 15). By the Spring 2022 semester, two of these students graduated, and 22 were no longer enrolled, 14 of whom had GPAs below 2.00 in Fall 2021. The returning 43 students had an average GPA of 2.69, with 74% in good academic standing. By the Fall 2022 semester, seven of these students graduated, and 14 were no longer enrolled, six of whom had GPAs below 2.00 in Spring 2022. The returning 22 had an average GPA of 3.00, with 86% in good academic standing. By the Spring 2023 semester, three of these students were no longer enrolled, one of whom had a GPA below 2.00 in Fall 2022. The returning 19 students had an average GPA of 3.00, with 95% in good academic standing. Finally, in the Fall 2023 semester, two of these students graduated, and nine were no longer enrolled, one of whom had a GPA below 2.00 in Spring 2023. The returning eight students had an average GPA of 3.06, and all were in good academic standing.

Table 15. *GPA for Students who first visited the SRC in Fall 2021, COTC Outcome Data, Fall 2021-Fall 2023*

GPA	Statistic	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
		<b>Number Enrolled</b>	<b>67</b>	<b>43</b>	<b>22</b>	<b>19</b>
GPA	Mean	2.28	2.69	3.00	3.00	3.06
	SD	1.23	0.95	0.67	0.59	0.46
	Min	0.00	0.06	1.30	1.27	2.30
	Max	4.00	3.88	3.93	3.83	3.57
	Yes (Good Academic Standing)	67%	74%	86%	95%	100%

<sup>2</sup> None of the IHEs specified the GPA threshold for good academic standing. The Evaluation Team applied the commonly adopted definition for IHEs, where good academic standing is defined as maintaining a minimum 2.00 cumulative grade point average.

GPA	Statistic	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
		<b>Number Enrolled</b>	<b>67</b>	<b>43</b>	<b>22</b>	<b>19</b>
GPA of 2.00 or more	No (Academic Probation)	33%	26%	14%	5%	0%

For the 30 students who first visited the SRC and were enrolled in Spring 2022, the average GPA was 2.84, with 83% in good academic standing (Table 16). By the Fall 2022 semester, 10 of these students were no longer enrolled, four of whom had GPAs below 2.00 in Spring 2022. The returning 20 students had an average GPA of 3.09, with 95% in good academic standing. By the Spring 2023 semester, one student graduated, another received a certificate and did not return, and three others were no longer enrolled, one of whom had a GPA below 2.00 in Fall 2022. The returning 15 students had an average GPA of 3.15, and all were in good academic standing. Finally, by the Fall 2023 semester, one student graduated and four were no longer enrolled, none of whom had GPAs below 2.00 in Spring 2023. The returning 10 students had an average GPA of 3.23, and all were in good academic standing.

Table 16. GPA for Students who first visited the SRC in Spring 2022, COTC Outcome Data, Spring 2022-Fall 2023

GPA	Statistic	Spring 2022	Fall 2022	Spring 2023	Fall 2023
		<b>Number Enrolled</b>	<b>30</b>	<b>20</b>	<b>15</b>
GPA	Mean	2.84	3.09	3.15	3.23
	SD	0.93	0.67	0.52	0.54
	Min	0.62	1.30	2.13	2.01
	Max	4.00	3.93	3.93	3.94
GPA of 2.00 or more	Yes (Good Academic Standing)	83%	95%	100%	100%
	No (Academic Probation)	17%	5%	0%	0%

For the 130 students who first visited the SRC and were enrolled in Fall 2023, their average GPA was 2.69, with 78% in good academic standing (Table 17).

Table 17. GPA for Students who first visited the SRC in Fall 2023, COTC Outcome Data, Fall 2023

GPA	Statistic	Fall 2023
		<b>Number Enrolled</b>
GPA	Mean	2.69
	SD	0.99
	Min	0.23
	Max	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	78%
	No (Academic Probation)	22%

COTC is unique among the IHEs included in this report in that it offers certifications in addition to and alongside their associate degrees. Some students return after receiving a certificate, either to continue working toward their degree, change their focus, or pursue an additional certification/further education.

Table 18 shows the enrollment status from Fall 2021 through Fall 2023 for students who first visited the SRC in Fall 2021. Table 19 shows the enrollment status from Spring 2022 through Fall 2023 for students who first visited the SRC in Spring 2022. In these tables, any student who graduated or received a certificate in a given semester was counted as “retained,” regardless of their enrollment status in subsequent semesters. This category in the table was labeled “Cert/Grad.” If a student was not enrolled in a particular semester but received a certificate during that time, they were also counted as retained.

Table 18. Enrollment Status for Students who first visited the SRC in Fall 2021, COTC Outcome Data, Fall 2021 - Fall 2023

Semester	F21	n	Sp22	n	F22	n	Sp23	n	F23	n
Fall 2021	Enrolled	63	Enrolled	31	Enrolled	18	Enrolled	14	Enrolled	7
									Not Enrolled	7
							Cert/Grad	3	Enrolled	
									Not Enrolled	
							Not Enrolled	1	Not Enrolled	1
					Not Enrolled	13	Enrolled	3	Enrolled	2
									Not Enrolled	1
							Not Enrolled	10	Enrolled	1
					Not Enrolled	9				
					Cert/Grad	11	Enrolled		Enrolled	
	Cert/Grad									
	Not Enrolled		Enrolled							
			Not Enrolled							
			Not Enrolled							
	Not Enrolled	21	Enrolled	1	Not Enrolled	1				
					Not Enrolled	20	Enrolled	1		
			Not Enrolled	19			Not Enrolled	19		
	Cert/Grad	4	Enrolled		Enrolled					
					Not Enrolled					
			Not Enrolled		Enrolled					

Semester	F21	n	Sp22	n	F22	n	Sp23	n	F23	n
							Not Enrolled		Not Enrolled	
	Not Enrolled	1	Enrolled	1	Enrolled	1	Enrolled	1	Enrolled	1
	<b>Total</b>	<b>68</b>		<b>64</b>		<b>53</b>		<b>53</b>		<b>50</b>

Table 19. Enrollment Status for Students who first visited the SRC in Spring 2022, COTC Outcome Data, Spring 2022 - Fall 2023

Semester	Sp22	n	F22	n	Sp23	n	F23	n				
Spring 2022	Enrolled	28	Enrolled	15	Enrolled	12	Enrolled	7				
							Cert/Grad	1				
							Not Enrolled	4				
								Enrolled/Cert/Grad	1	Not Enrolled		
								Not Enrolled	2	Not Enrolled	2	
							Cert/Grad	3	Enrolled		Enrolled	
									Not Enrolled		Not Enrolled	
			Not Enrolled	10	Enrolled	2	Enrolled	2				
					Not Enrolled	8	Not Enrolled	8				
		Cert/Grad	3	Enrolled		Not Enrolled		Enrolled				
				Cert/Grad		Enrolled		Enrolled				
				Not Enrolled		Not Enrolled		Not Enrolled				
		Not Enrolled	2	Enrolled	1	Not Enrolled	1	Not Enrolled	1			
			Not Enrolled	1	Enrolled	1	Not Enrolled	1				
	<b>Total</b>	<b>33</b>		<b>30</b>		<b>27</b>		<b>26</b>				

Table 20 shows the retention rates for students who first visited the SRC in Fall 2021. Students who were enrolled, graduated, or received a certificate were considered retained. The table also includes retention rates for students initially not enrolled who later enrolled in subsequent semesters. The semester-to-semester retention rates remained steady from Spring 2022 (69%) to Fall 2022 (70%). There was an increase from Fall 2022 to Spring 2023 (90%) but a notable decrease from Spring 2023 to Fall 2023 (59%). The year-to-year retention rates were 51% from Fall 2021 to Fall 2022, 74% from Spring 2022 to Spring 2023, and 55% from Fall 2022 to Fall 2023. Additionally, a small percentage of students changed their status from not enrolled in an earlier semester to enrolled in later ones. COTC did not provide the Evaluation Team with campus-wide retention data, nor were any current campus-wide retention rates available online to compare SRC-served students' retention outcomes with those of the entire college population.



Table 20. *Retention Rates for Students who first visited the SRC in Fall 2021, COTC Outcome Data, Spring 2022 - Fall 2023*

Group	Spring 2022		Fall 2022		Spring 2023		Fall 2023	
	Semester to Semester retention (enroll/cert/grad)	46	69%	30	70%	18	90%	13
Semester to Semester Not Enrolled to Enrolled	1	100%	1	5%	4	12%	1	10%
Year to Year retention	--	--	34	51%	32	74%	11	55%
Year to Year Not Enrolled to Enrolled	--	--	1	100%	1	5%	3	9%

Table 21 shows the retention rates for students who first visited the SRC in Spring 2022. Students who were enrolled, graduated, or received a certificate were considered retained. The semester-to-semester retention rate increased from 68% in Fall 2022 to 84% in Spring 2023, then decreased at 69% in Fall 2023. The year-to-year retention rate remained steady, at 61% for Spring 2022 to Spring 2023 and 63% for Fall 2022 to Fall 2023.

Table 21. *Retention Rates for Students who first visited the SRC in Spring 2022, COTC Outcome Data, Fall 2022- Fall 2023*

Group	Fall 2022		Spring 2023		Fall 2023	
	Semester to Semester retention (enroll/cert/grad)	21	68%	16	84%	11
Semester to Semester Not Enrolled to Enrolled	1	3%	3	27%	0	0%
Year to Year retention	--	--	19	61%	12	63%
Year to Year Not Enrolled to Enrolled	--	--	0	0%	3	9%

## **Hiram College**

The Hiram College site provided the Evaluation Team with intake data comprising 116 entries between Spring 2023 and Spring 2024, as well as student academic outcome data for 103 students between Spring 2023 and Spring 2024, with the Spring 2024 outcome data including enrollment status only. Twenty-three students appeared more than once in the intake data; 22 had visits in different semesters, including one who visited twice in Fall 2023 and once in Spring 2024. One additional entry was for the same student within the same semester. These same-semester duplicate entries were removed before merging the intake data with the student outcome data. The Evaluation Team was able to match intake and outcome data for 87 students using pseudo-IDs provided by the SRC supervisor. The findings presented below are based on data for these 87 students.

Of the 87 students included in the data set, 31 first visited the SRC in Spring 2023, with 21 of them enrolled that semester. Of these 21 students, five also visited the SRC in Fall 2023 and three also visited in Spring 2024. Another 52 first visited the SRC in Fall 2023, with 45 of them enrolled that semester. Of these 45 students, 11 also visited the SRC in Spring 2024. Further, four students first visited the SRC in Spring 2024, all of whom were enrolled that semester.

Table 22 shows that approximately 70% of these students were female and 30% were Caucasian. Additionally, the Evaluation Team utilized campus-wide demographics from the Hiram College 2022-

2023 Common Data Set for comparison (Hiram College, 2023). The percentage of females visiting the SRC (70%) was higher than the overall percentage of females enrolled at the college (44%), while the percentages of African American and Caucasian students visiting the SRC were similar to the percentages enrolled at the college.

Table 22. *Student Demographics, Hiram College Student Outcome Data and Campus-Wide Data, Spring 2023-Spring 2024*

Demographics	Items	SRC Demographics Spring 2023 (n = 21)	SRC Demographics Fall 2023 (n = 45)	SRC Demographics Spring 2024 (n = 4)	Campus-Wide Demographics (Fall 2022)*
Gender	Female	71%	69%	75%	44%
	Male	29%	31%	25%	56%
Race/Ethnicity	African American	10%	9%	0%	11%
	Asian	0%	2%	0%	0%
	Caucasian	43%	27%	0%	40%
	Hispanic/Latinx	10%	7%	25%	14%
	Native American/Alaskan Native	0%	2%	0%	0%
	Two or more races	5%	0%	0%	1%
	Other	0%	0%	0%	2%
	Unknown / Not Reported	33%	53%	75%	43%

Note. The Hiram College SRC did not provide data on first-generation or Pell Grant eligibility.

\*The campus-wide demographics are for degree-seeking, first year students only.

All 21 students who first visited the SRC and were enrolled in Spring 2023 were in good academic standing, with an average GPA of 3.34 (Table 23). By the Fall 2023 semester, seven of these students graduated. The returning students had an average GPA of 3.20, with 93% in good academic standing. By the Spring 2024 semester, one of the 14 students graduated, 12 students returned, and one was no longer enrolled. This student had a GPA below 2.00 in Fall 2023.

Table 23. *GPA for Students who first visited the SRC in Spring 2023, Hiram College Outcome Data, Spring 2023-Spring 2024*

GPA	Statistic	Spring 2023	Fall 2023	Spring 2024*
	Number Enrolled	21	14	12
GPA	Mean	3.34	3.20	--
	SD	0.63	1.04	--
	Min	2.00	0.00	--
	Max	4.00	4.00	--
GPA of 2.00 or more	Yes (Good Academic Standing)	100%	93%	--
	No (Academic Probation)	0%	7%	--

One of the 21 who visited the SRC and were enrolled in Spring 2023 was a freshman. In Spring 2023, their average GPA was 3.66; in Fall 2023, their average GPA was 3.27. In Spring 2024, they were still enrolled (data not displayed). This student remained in good academic standing in both Spring and Fall 2023.

For the 45 students who first visited the SRC and were enrolled in Fall 2023, the average GPA was 3.03, with 87% in good academic standing (Table 24). By the Spring 2024 semester, one of these students graduated, 41 students returned, and three were no longer enrolled. Of those no longer enrolled, two had GPAs below 2.00 in Fall 2023.

Table 24. *GPA for Students who first visited the SRC in Fall 2023, Hiram College Outcome Data, Fall 2023-Spring 2024*

GPA	Statistic	Fall 2023	Spring 2024*
	Number Enrolled	45	41
GPA	Mean	3.03	--
	SD	0.78	--
	Min	1.33	--
	Max	4.00	--
GPA of 2.00 or more	Yes (Good Academic Standing)	87%	--
	No (Academic Probation)	13%	--

Among the 45 students who first visited the SRC and were enrolled in Fall 2023, five were freshman. These freshmen had an average GPA was 2.32 and 40% were in good academic standing (Table 25). By the Spring 2024 semester, four of these freshmen returned and one was no longer enrolled. The student no longer enrolled had a GPA below 2.00 in Fall 2023.

Table 25. *GPA for Freshman who first visited the SRC in Fall 2023, Hiram College Outcome Data, Fall 2023-Spring 2024*

GPA	Statistic	Fall 2023	Spring 2024*
	Number Enrolled	5	4
GPA	Mean	2.32	--
	SD	1.02	--
	Min	1.33	--
	Max	4.00	--
GPA of 2.00 or more	Yes (Good Academic Standing)	40%	--
	No (Academic Probation)	60%	--

Table 26 tracks enrollment, graduation, and retention status for students who first visited the SRC in Spring 2023 and Fall 2023. Students who were enrolled or graduated were considered retained. For the students who first visited the SRC in Spring 2023, the retention rate was 100% from Spring to Fall 2023, and 93% from Fall 2023 to Spring 2024. The year-to-year retention rate from Spring 2023 to Spring 2024 was 95%. For students who first visited the SRC in Fall 2023, the retention rate from Fall 2023 to Spring 2024 was 93%. Furthermore, the retention rate for the one freshman who first visited the SRC in Spring 2023 was 100%. For freshmen who first visited the SRC in Fall 2023, the retention rate from Fall 2023 to

Spring 2024 was 80%. Compared to the campus-wide retention rate for first-year students from Fall 2021 to Fall 2022, the retention rates for students who visited the SRC were higher.

Table 26. *Retention Rates for Students who first visited the SRC in Spring and Fall 2023, Hiram College Outcome Data, Spring 2023-Spring 2024*

Groups	Enrollment			Graduation Numbers		Retention Rates			
	Spring 2023	Fall 2023	Spring 2024	Spring 2023	Fall 2023	Fall 21-Fall 22	Spring-Fall 23	Fall 23-Spring 24	Spring 23-Spring 24
Spring 2023 Students	21	14	12	7	1	--	100%	93%	95%
Fall 2023 Students	--	45	41	--	1	--	--	93%	--
Spring 2023 Freshmen	1	1	1	0	0	--	100%	100%	100%
Fall 2023 Freshmen	--	5	4	--	0	--	--	80%	--
Campus-Wide*	--	--	--	--	--	69%*	--	--	--

\*The campus-wide retention rate was only available for the year-to-year period from Fall 2021 to Fall 2022. It was retrieved from the Hiram College 2022-2023 Common Data Set.

### ***Kent State University***

The Kent State University site provided the Evaluation Team with intake data comprising 212 entries from Fall 2023 to Spring 2024 and student academic outcome data for 179 students from Fall 2021 to Spring 2024. Since the intake data are exclusively from the 2023-2024 academic year, only this year’s data were included in the outcome data analysis. Thirty-two students appeared twice in the intake data; 26 had visits in different semesters, while six students had two entries each within the same semester. These same-semester duplicated entries were removed before merging the intake data with the student outcome data. Additionally, unlike the other sites, some entries in the Kent State University intake data listed multiple visits for the same student within the same entry. These entries were treated as one visit for the impact analyses.

The Evaluation Team was able to match intake and outcome data for 176 students using pseudo-IDs provided by the SRC supervisor. The findings presented below are based on data for these 176 students.

Of the 176 students included in the data set, 99 first visited the SRC in Fall 2023, with 77 of them enrolled that semester. Of these 77 students, 18 also visited the SRC in Spring 2024. Another 77 first visited the SRC in Spring 2024, with 62 of them enrolled that semester.

Table 27 shows that approximately 59% of these students were female, 84% were International students, 6% were first generation students. Additionally, the Kent State University site provided the Evaluation Team with several campus-wide demographics from Fall 2022. The percentage of females visiting the SRC was similar to the percentage of females enrolled at the university. Further, compared to the students who visited the SRC, only 6% of the total student population at the university is classified

as international, while 73% are Caucasian. However, it is unclear how the term "international" is defined and whether the international students visiting the SRC could also be Caucasian.

Table 27. *Student Demographics, Kent State University Student Outcome Data and Campus-Wide Data, Fall 2023-Spring 2024*

Demographics	Items	SRC Demographics Fall 2023 (n = 77)	SRC Demographics Spring 2024 (n = 62)	Campus-Wide Demographics (Fall 2022)
Gender	Female	58%	60%	63%
	Male	42%	40%	37%
Race/Ethnicity	African American	1%	3%	8%
	Asian	1%	2%	2%
	Caucasian	8%	10%	73%
	Hispanic/Latinx	1%	2%	4%
	International	86%	82%	6%
	Native American / Alaskan Native	0%	0%	0.1%
	Native Hawaiian or Other Pacific Islander	0%	0%	0.1%
	Two or more races	0%	2%	4%
	Unknown / Not Reported	3%	0%	2%
First Generation Student	Yes	4%	10%	25%
	No	96%	90%	--
	Unknown	0%	0%	75%*

Note. The Kent State University SRC did not provide data on Pell Grant eligibility. Total percentages may be greater than 100% due to rounding.

\* Only the percentage of students who were first-generation students was provided in the campus-wide data. Since it is uncertain whether the remainder were categorized as "no" or if their status is also unreported, it was included under "unknown".

For the 77 students who first visited the SRC and were enrolled in Fall 2023, the average GPA was 3.53, with 94% in good academic standing (Table 28). By the Spring 2024 semester, five of these students graduated, and five were no longer enrolled, one of whom had a GPA below 2.00 in Fall 2023. This resulted in a semester-to-semester retention rate of 95% when considering the 67 students who returned in Spring 2024 along with the six graduates. Compared to the campus-wide year-to-year retention rate for first-year students from Fall 2022 to Fall 2023 (80%), the rate for the students who visited the SRC was higher. The returning students had an average GPA of 3.61, with 97% in good academic standing.

Table 28. GPA for Students who first visited the SRC in Fall 2023, Kent State University Outcome Data, Fall 2023-Spring 2024

GPA	Statistic	Fall 2023	Spring 2024
		<b>Number Enrolled</b>	<b>77</b>
GPA	Mean	3.53	3.61
	SD	0.73	0.60
	Min	0.00	1.21
	Max	4.00	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	95%	97%
	No (Academic Probation)	5%	3%

Among the 77 students who first visited the SRC and were enrolled in Fall 2023, two were freshman. These freshmen had an average GPA was 3.36 and both were in good academic standing (Table 29). By the Spring 2024 semester, one of these freshmen was no longer enrolled. This resulted in a semester-to-semester retention rate of 50%. Compared to the campus-wide retention rate for first-year students from Fall 2022 to Fall 2023 (80%), the retention rate for freshmen who visited the SRC was lower. However, there were too few students to make an accurate comparison. The remaining student had an average GPA of 2.06 and was still in good academic standing.

Table 29. GPA for Freshman who first visited the SRC in Fall 2023, Kent State University Outcome Data, Fall 2023-Spring 2024

GPA	Statistic	Fall 2023	Spring 2024
		<b>Number Enrolled</b>	<b>2</b>
GPA	Mean	3.36	2.06
	SD	0.19	0.00
	Min	3.22	2.06
	Max	3.49	2.06
GPA of 2.00 or more	Yes (Good Academic Standing)	100%	100%
	No (Academic Probation)	0%	0%

For the 62 students who first visited the SRC and were enrolled in Spring 2024, their average GPA was 3.60, with 97% in good academic standing (Table 30). Additionally, 4 of the 62 students were freshmen in Spring 2024. These freshmen had an average GPA of 2.39, with 75% in good academic standing.

Table 30. GPA for All Students and Freshman who first visited the SRC in Spring 2024, Kent State University, Spring 2024

GPA	Statistic	All Spring 2024 Students	Freshman Students Only
		<b>Number Enrolled</b>	<b>62</b>
GPA	Mean	3.60	2.39
	SD	0.70	1.60
	Min	0.00	0.00
	Max	4.00	3.34

GPA	Statistic	All Spring 2024 Students	Freshman Students Only
		Number Enrolled	62
GPA of 2.00 or more	Yes (Good Academic Standing)	97%	75%
	No (Academic Probation)	3%	25%

**Mount St. Joseph University**

The Mount St. Joseph University site provided the Evaluation Team with intake data comprising 98 entries from Fall 2023 to Spring 2024 and student academic outcome data for 92 students from Fall 2022 to Spring 2024. Four students were listed twice in the intake data, three of them were for visits in different semesters while the last student was listed twice within the same semester. One of their entries was removed prior to merging the intake with the student outcome data. The Evaluation Team was able to match intake and outcome data for 92 students using pseudo-IDs provided by the SRC supervisor. The findings presented below are based on data for these 92 students.

Of the 92 students included in the data set, 40 students first visited the SRC in Fall 2023 and were enrolled that semester. Of these 40 students, three also visited the SRC in Spring 2024. Another 52 students first visited the SRC in Spring 2024 and were enrolled that semester.

Table 31 shows that approximately 74% of these students were female and 50% were Caucasian. Although the SRC reported whether students were first generation or Pell Grant Eligible, this information was missing for over 80% of students in Fall 2023 and 40% in Spring 2024. Less than 10% of students in Fall 2023 and about 15% of students in Fall 2024 reported they were a first-generation student or Pell Grant Eligible.

The Mount St. Joseph University site also provided the Evaluation Team with several campus-wide demographics from Fall 2023 for comparison. The percentage of females visiting the SRC (74%) was slightly higher than the overall percentage of females enrolled at the university (61%). Conversely, the percentage of Caucasian students visiting the SRC (50%) was lower than the university enrollment (79%), suggesting that the SRC served a higher proportion of minority students. Although the reported percentages for first-generation and Pell Grant eligibility are similar to campus-wide statistics, the large number of unknown entries makes it difficult to make accurate comparisons in these categories.

Table 31. *Student Demographics, Mount St. Joseph University Student Outcome Data and Campus-Wide Data, Fall 2023-Spring 2024*

Demographics	Items	SRC Demographics Fall 2023 (n = 40)	SRC Demographics Spring 2024 (n = 52)	Campus-Wide Demographics (Fall 2023)
Gender	Female	73%	75%	61%
	Male	28%	25%	39%
Race/Ethnicity	African American	30%	27%	--
	Caucasian	50%	50%	79%
	Other	20%	23%	21%*
	Yes	5%	13%	15%

Demographics	Items	SRC Demographics Fall 2023 (n = 40)	SRC Demographics Spring 2024 (n = 52)	Campus-Wide Demographics (Fall 2023)
First Generation Student	No	8%	46%	--
	Unknown	88%	40%	85%**
Pell Grant Eligible	Yes	8%	15%	21%
	No	8%	44%	--
	Unknown	85%	40%	79%**

Note. Total percentages may be greater than 100% due to rounding.

\* Only the percentage of Caucasian students was provided. Since the race/ethnicity of the remaining students was not provided, it was included under “other”.

\*\* Only the percentages of first-generation students and Pell Grant-eligible students were provided. Since it is uncertain whether the remainder were categorized as “no” or if their status is also unreported, it was included under “unknown”.

For the 40 students who first visited the SRC and were enrolled in Fall 2023, their average GPA was 3.24 and 93% were in good academic standing (Table 32). By the Spring 2024 semester, seven of these students were no longer enrolled, three of whom had GPAs below 2.00 in Fall 2023. The 33 students who returned in Spring 2024 constitute a semester-to-semester retention rate of 83%. In comparison to the campus-wide retention rate for first-year students from Fall 2022 to Fall 2023 (76%), the rate for the students who visited the SRC was higher. These returning students had an average GPA of 3.19, with 94% in good academic standing.

Table 32. GPA for Students who first visited the SRC in Fall 2023, Mount St. Joseph University Outcome Data, Fall 2023-Spring 2024

GPA	Statistic	Fall 2023	Spring 2024
	Number Enrolled	40	33
GPA	Mean	3.24	3.19
	SD	0.91	0.87
	Min	0.17	0.00
	Max	4.00	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	93%	94%
	No (Academic Probation)	8%	6%

Among the 40 students who first visited the SRC and were enrolled in Fall 2023, 12 were freshman. These freshmen had an average GPA of 2.88, with 83% were in good academic standing (Table 33). By the Spring 2024 semester, three of these freshmen were no longer enrolled, two of whom had GPAs below 2.00 in Fall 2023. The nine students who returned in Spring 2024 constitute a semester-to-semester retention rate of 75%. In comparison to the campus-wide retention rate for first-year students from Fall 2022 to Fall 2023 (76%), the rate for the students who visited the SRC was similar. The remaining nine students had an average GPA of 3.10, and all were in good academic standing.



Table 33. GPA for Freshman who first visited the SRC in Fall 2023, Mount St. Joseph University Outcome Data, Fall 2023-Spring 2024

GPA	Statistic	Fall 2023	Spring 2024
		<b>Number Enrolled</b>	<b>12</b>
GPA	Mean	2.88	3.10
	SD	1.09	0.69
	Min	0.60	2.00
	Max	4.00	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	83%	100%
	No (Academic Probation)	17%	0%

For the 52 students who first visited the SRC and were enrolled in Spring 2024, their average GPA was 3.27 and 94% were in good academic standing (Table 34). Additionally, 20 of the 52 students were freshmen in Spring 2024. These freshmen had an average GPA of 2.79, with 90% in good academic standing.

Table 34. GPA for All Students and Freshman who first visited the SRC in Spring 2024, Mount St. Joseph University, Spring 2024

GPA	Statistic	All Spring 2024 Students	Freshman Students Only
		<b>Number Enrolled</b>	<b>52</b>
GPA	Mean	3.27	2.79
	SD	0.81	0.93
	Min	0.67	0.67
	Max	4.00	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	94%	90%
	No (Academic Probation)	6%	10%

### ***OU Chillicothe Campus***

The OU Chillicothe site provided the Evaluation Team with intake and student academic outcome data for 33 students from Fall 2022 and Fall 2023. The Evaluation Team was able to match intake and outcome data for all 33 students using pseudo-IDs provided by the SRC supervisor. The findings presented below are based on data for these 33 students.

Of the 33 students included in the data set, seven students first visited the SRC in Fall 2022 and were enrolled that semester, while 26 first visited the SRC in Fall 2023, with 21 of them enrolled that semester.

Table 35 shows that approximately 75% of these students were female and over 90% were Caucasian. While the SRC reported whether students were first generation or Pell Grant eligible, all students in Fall 2022 and more than 75% in Fall 2023 preferred not to answer these items. In Fall 2023, less than 15% reported they were a first-generation student or Pell Grant eligible. The OU Chillicothe site also provided the Evaluation Team with several campus-wide demographics for first-year students. The percentages of females and Caucasian students visiting the SRC (75% and 90%, respectively) was slightly higher

compared to the percentages for students enrolled at the OU Chillicothe campus (66% and 85%, respectively). Due to the high number of "prefer not to answer" responses for the first-generation and Pell Grant eligibility items, it is difficult to compare these categories to campus-wide statistics.

Table 35. *Student Demographics, OU Chillicothe Student Outcome Data and Campus-Wide Data, Fall 2022 and Fall 2023*

Demographics	Items	SRC Demographics Fall 2022 (n = 7)	SRC Demographics Fall 2023 (n = 21)	Campus-Wide Demographics Fall 2023*
Gender	Female	71%	76%	66%
	Male	29%	24%	34%
Race/Ethnicity	African American	0%	0%	1%
	Asian	0%	5%	<1%
	Caucasian	100%	90%	85%
	Hispanic/Latinx	0%	5%	3%
	Two or more races	0%	0%	4%
	Unknown	0%	0%	7%
First Generation Student	Yes	0%	14%	52%
	No	0%	10%	--
	Unknown / Prefer not to answer	100%	76%	48%**
Pell Grant Eligible	Yes	0%	10%	41%
	No	0%	0%	--
	Unknown / Prefer not to answer	100%	90%	59%**

Note. Total of percentages may be greater than 100% due to rounding.

\*The campus-wide demographics are for first year students only.

\*\* Only the percentages of first-generation students and Pell Grant-eligible students were provided. Since it is uncertain whether the remainder were categorized as "no" or if their status is also unreported, it was included under "unknown."

All seven students who first visited the SRC and were enrolled in Fall 2022 had a GPA greater than 2.00, with an average GPA of 3.09. In Spring 2023, all seven returned, with an average GPA of 2.94, and 71% remained in good academic standing (Table 36). By the Fall 2023 semester, three of the seven students graduated, and two were no longer enrolled. Of these two, one had a GPA below 2.00 in Spring 2023. The remaining two students had an average GPA of 3.17 and both were in good academic standing in Fall 2023.

Table 36. *GPA for Students who first visited the SRC in Fall 2022, OU Chillicothe Outcome Data, Fall 2022-Fall 2023*

GPA	Statistic	Fall 2022	Spring 2023	Fall 2023
	Number Enrolled	7	7	2
GPA	Mean	3.09	2.94	3.17
	SD	0.63	1.25	1.18
	Min	2.33	0.67	2.33

GPA	Statistic	Fall 2022	Spring 2023	Fall 2023
		Number Enrolled	7	7
	Max	3.83	4.00	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	100%	71%	100%
	No (Academic Probation)	0%	29%	0%

One of the seven who visited the SRC and were enrolled in Fall 2022 was a freshman. In Fall 2022, their average GPA was 2.88, in Spring 2023 their average GPA was 3.33, and in Fall 2023, their average GPA was 2.33 (data not displayed). This student remained in good academic standing all three semesters.

For 21 students who first visited the SRC and were enrolled in Fall 2023, their average GPA was 3.07 and 86% were in good academic standing (Table 37). Additionally, eleven of the 21 students were freshmen in Fall 2023. These freshmen had an average GPA of 2.64, with 73% in good academic standing.

Table 37. GPA for All Students and Freshman who first visited the SRC in Fall 2023, OU Chillicothe Outcome Data, Fall 2023

GPA	Statistic	All Fall 2023 Students	Freshman Students Only
		Number Enrolled	21
GPA	Mean	3.07	2.64
	SD	1.07	1.33
	Min	0	0
	Max	4	4
GPA of 2.00 or more	Yes (Good Academic Standing)	86%	73%
	No (Academic Probation)	14%	27%

Table 38 tracks the enrollment, graduation, and retention status of students who first visited the SRC in Fall 2022. Students who were enrolled or graduated were considered retained. For students who first visited the SRC in Fall 2022, the retention rate was 100% from Fall 2022 to Spring 2023, and 71% from Spring to Fall 2023. The year-to-year retention rate from Fall 2022 to Fall 2023 was 71%. Furthermore, the retention rate for the one freshman who first visited the SRC in Fall 2022 was 100%. Compared to the campus-wide retention rate for first-year students from Fall 2022 to Fall 2023, the retention rates for students who visited the SRC were higher.

Table 38. Retention Rates for Students who visited the SRC in Fall 2022, OU Chillicothe Outcome Data, Fall 2022-Fall 2023

Cohort	Enrollment			Graduation Numbers		Retention Rates		
	Fall 2022	Spring 2023	Fall 2023	Fall 2022	Spring 2022	Fall 22-Spring 23	Spring 23-Fall 23	Fall 22-Fall 23
Fall 2022 Students	7	7	2	0	3	100%	71%	71%
Fall 2022 Freshmen	1	1	1	0	0	100%	100%	100%

Cohort	Enrollment			Graduation Numbers		Retention Rates		
	Fall 2022	Spring 2023	Fall 2023	Fall 2022	Spring 2022	Fall 22-Spring 23	Spring 23-Fall 23	Fall 22-Fall 23
Campus-Wide	--	--	--	--	--	--	--	64%

**OU Eastern Campus**

The OU Eastern site provided the Evaluation Team with intake data comprising 11 entries from Fall 2023 to Spring 2024 and student academic outcome data for 11 students from Fall 2021 to Fall 2023. Since the intake data is exclusively from the 2023-2024 academic year and the outcome data does not include Spring 2024, only Fall 2023 data were included in the outcome data analysis. The Evaluation Team was able to match intake and outcome data for all 11 students using pseudo-IDs provided by the SRC supervisor. The findings presented below are based on data for these 11 students.

All 11 students included in the data set first visited the SRC in Fall 2023, with 9 enrolled that semester. Table 39 shows that 67% of these students were female, 89% were Caucasian, 44% were first generation students, and 56% were Pell Grant eligible. Additionally, the OU Eastern site provided the Evaluation Team with several campus-wide demographics for first-year students. The percentage of females visiting the SRC was similar to the percentage of first-year females enrolled at the OU Eastern Campus. Moreover, a higher percentage of students visiting the SRC were African American and Pell Grant eligible (11% and 56%, respectively) compared to the overall enrolled first-year student population in Fall 2023 (3% and 39%, respectively).

Table 39. Student Demographics, OU Eastern Student Outcome Data and Campus-Wide Data, Fall 2023

Demographics	Items	SRC Demographics Fall 2023 (n = 9)	Campus-Wide Demographics Fall 2023*
Gender	Female	67%	68%
	Male	22%	32%
	Prefer not to say	11%	--
Race/Ethnicity	African American	11%	3%
	Caucasian	89%	93%**
	Hispanic/Latinx	0%	2%
	Two or more races	0%	2%
First Generation Student	Yes	44%	59%
	No	56%	--
	Unknown	0%	41%***
Pell Grant Eligible	Yes	56%	39%
	No	33%	--
	Unknown	11%	61%***

\*The campus-wide demographics are for first year students only.  
 \*\* The percentage of Caucasian students was not explicitly included in the campus-wide demographics. Instead, it was calculated as the remainder after subtracting the percentages of the other categories.  
 \*\*\*Only the percentages of first-generation students and Pell Grant-eligible students were provided. Since it is uncertain whether the remainder were categorized as “no” or if their status is also unreported, it was included under “unknown.”

In Fall 2023, all 9 students had GPAs greater than 2.00, with an average GPA of 3.31 (Table 40). Additionally, two of the nine students were freshman in Fall 2023, and their average GPA was 3.11.

Table 40. GPA for All Students and Freshman who visited the SRC in Fall 2023, OCC SRC OU Eastern Outcome Data, Fall 2023

GPA	Statistic	All Fall 2023 Students	Freshman Students Only
	Number Enrolled	9	2
GPA	Mean	3.31	3.11
	SD	0.37	0.05
	Min	2.74	3.07
	Max	3.92	3.14
GPA of 2.00 or more	Yes (Good Academic Standing)	100%	100%
	No (Academic Probation)	0%	0%

### University of Mount Union

The University of Mount Union site provided the Evaluation Team with intake data comprising 1,911 entries from Fall 2022 to Spring 2024 and student academic outcome data for 276 students from Fall 2022 to Fall 2023. Since the outcome data do not include Spring 2024, only the data from Fall 2022 through Fall 2023 was included in the analysis. The intake data included duplicates, with 106 visits by students in different semesters and 1,527 duplicate visits by the same students within the same semester. These same-semester duplicate entries were removed before merging the intake data with the student outcome data.

The Evaluation Team was able to match intake and outcome data for all 254 students using pseudo-IDs provided by the SRC supervisor. The findings presented below are based on data for these 254 students.

Of the 254 students included in the data set, 101 first visited the SRC in Fall 2022, with 96 of them enrolled that semester. Of these 96 students, 13 also visited the SRC in Spring 2023 and 16 also visited in Fall 2023. Another 17 students first visited the SRC in Spring 2023, with 14 of them enrolled that semester. Of these 14 students, three also visited the SRC in Fall 2023. Furthermore, 93 students first visited the SRC in Fall 2023, all of whom were enrolled that semester.

Table 41 shows that approximately 60% of these students were female and Caucasian. Although the SRC provided data on students' first-generation and Pell Grant eligibility status, over 70% of this information was missing for Fall 2022. Reporting improved in Spring and Fall 2023, with no missing values in Fall 2023 and 33% of students identified as first-generation. Additionally, around 20% of students reported being Pell Grant eligible in both Spring and Fall 2023. The Evaluation Team also utilized campus-wide demographics from the Fall 2023 University of Mount Union Office of Institutional Effectiveness Report for comparison (Office of Institutional Effectiveness, 2023). The percentage of females visiting the SRC (60%) was higher than the overall percentage of females enrolled at the university (48%). Further, the percentage of African American students visiting the SRC (approximately 19%) was higher than the overall percentage enrolled at the university, particularly for students who visited the SRC in Fall 2022 (8%).

Table 41. Student Demographics, University of Mount Union Student Outcome Data and Campus-Wide Data, Fall 2022-Fall 2023

Demographics	Items	SRC Demographics Fall 2022 (n = 96)	SRC Demographics Spring 2023 (n = 14)	SRC Demographics Fall 2023 (n = 93)	Campus-Wide Demographics (Fall 2023)*
Gender	Female	51%	57%	67%	48%
	Male	49%	36%	32%	52%
	Non-binary	0%	7%	0%	0%
	Unknown / Not Reported	0%	0%	1%	0%
Race/ Ethnicity	African-American	24%	14%	15%	8%
	Asian	6%	0%	5%	1%
	Caucasian	56%	86%	65%	81%
	Hispanic/Latinx	6%	0%	6%	3%
	Two or more races	3%	0%	3%	1%
	Prefer not to answer	1%	0%	4%	0%
	Other (i.e., Nonresident International)	3%	0%	0%	2%
	Unknown / Not Reported	0%	0%	1%	3%
First Generation Student	Yes	5%	7%	33%	--
	No	15%	50%	67%	--
	Unknown	80%	43%	0%	--
Pell Grant Eligible	Yes	13%	21%	19%	--
	No	15%	79%	72%	--
	Unknown	73%	0%	9%	--

Note. Total of percentages may be greater than 100% due to rounding.

\* The campus-wide demographics pertain only to undergraduate students. These demographics did not include data on first-generation students or Pell Grant eligibility.

For the 96 students who first visited the SRC and were enrolled in Fall 2022, their average GPA was 2.98, with 86% in good academic standing (Table 42). By the Spring 2023 semester, two of these students had graduated, and eight were no longer enrolled, six of whom had GPAs below 2.00 in Fall 2022. The returning students had an average GPA of 2.95, with 85% in good academic standing. By the Fall 2023 semester, 18 of the 86 students graduated, and 10 were no longer enrolled, nine of whom had GPAs below 2.00 in Spring 2023. Additionally, seven of the 86 students graduated in Spring 2023 but returned

in Fall 2023. The returning 58 students had an average GPA of 3.22, with 93% in good academic standing.

Table 42. *GPA for Students who first visited the SRC in Fall 2022, University of Mount Union Student Outcome Data, Fall 2022-Fall 2023*

GPA	Statistic	Fall 2022	Spring 2023	Fall 2023
		<b>Number Enrolled</b>	<b>96</b>	<b>86</b>
GPA	Mean	2.98	2.95	3.22
	SD	0.93	1.10	0.74
	Min	0.00	0.00	0.78
	Max	4.00	4.00	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	86%	85%	93%
	No (Academic Probation)	14%	15%	7%

Among the 96 students who first visited the SRC and were enrolled in Fall 2022, 41 were freshman. In Fall 2022 these freshmen had an average GPA of 2.78, with 78% in good academic standing (Table 43). By the Spring 2023 semester, four of these freshmen were no longer enrolled, three of whom had GPAs below 2.00 in Fall 2022. The remaining students had an average GPA of 2.42, with 68% good academic standing. By the Fall 2023 semester, one student graduated and eight were no longer enrolled, all of whom had GPAs below 2.00 in Spring 2023. The remaining 28 students had an average GPA of 3.05, with 89% in good academic standing.

Table 43. *GPA for Freshman who first visited the SRC in Fall 2022, University of Mount Union Student Outcome Data, Fall 2022-Fall 2023*

GPA	Statistic	Fall 2022	Spring 2023	Fall 2023
		<b>Number Enrolled</b>	<b>41</b>	<b>37</b>
GPA	Mean	2.78	2.42	3.05
	SD	0.99	1.39	0.80
	Min	0.00	0.00	0.78
	Max	4.00	4.00	3.93
GPA of 2.00 or more	Yes (Good Academic Standing)	78%	68%	89%
	No (Academic Probation)	22%	32%	11%

For the 14 students who first visited the SRC and were enrolled in Spring 2023, the average GPA was 3.40, with 93% in good academic standing (Table 44). By the Fall 2023 semester, four of these students graduated, and two were no longer enrolled, neither of whom had GPAs below 2.00 in Spring 2023. The remaining eight students had an average GPA of 3.81, and all were in good academic standing.

Table 44. *GPA for Students who first visited the SRC in Spring 2023, University of Mount Union Student Outcome Data, Spring-Fall 2023*

GPA	Statistic	Spring 2023	Fall 2023
		<b>Number Enrolled</b>	<b>14</b>
GPA	Mean	3.40	3.81
	SD	1.02	0.16

GPA	Statistic	Spring 2023	Fall 2023
		<b>Number Enrolled</b>	<b>14</b>
	Min	0.00	3.50
	Max	4.00	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	93%	100%
	No (Academic Probation)	7%	0%

One of the 14 who visited the SRC and was enrolled in Spring 2023 was a freshman. In Spring 2023, their average GPA was 0.00 (data not displayed). However, by Fall 2023, their average GPA had increased to 3.50. This student was not in good academic student in Spring 2023 but improved their GPA significantly in Fall 2023, achieving good academic standing in Fall 2023.

For the 93 students who first visited the SRC and were enrolled in Fall 2023, their average GPA was 3.31, with 90% in good academic standing (Table 45). Additionally, 39 of the 93 students were freshmen in Fall 2023. These freshmen had an average GPA of 3.12, with 79% in good academic standing.

Table 45. *GPA for All Students and Freshman who first visited the SRC in Fall 2023, University of Mount Union Student Outcome Data, Fall 2023*

GPA	Statistic	All Fall 2023 Students	Freshman Students Only
		<b>Number Enrolled</b>	<b>93</b>
GPA	Mean	3.31	3.12
	SD	0.83	1.09
	Min	0.00	0.00
	Max	4.00	4.00
GPA of 2.00 or more	Yes (Good Academic Standing)	90%	79%
	No (Academic Probation)	10%	21%

Table 46 tracks the enrollment, graduation, and retention status of students who first visited the SRC in Fall 2022 and Spring 2023. Students who were enrolled or graduated were considered retained. For students who first visited the SRC in Fall 2022, the retention rate was 92% from Fall 2022 to Spring 2023, and 88% from Spring to Fall 2023. The year-to-year retention rate from Fall 2022 to Fall 2023 was 81%. For students who first visited the SRC in Spring 2023, the retention rate from Spring 2023 to Fall 2023 was 86%. Furthermore, for freshmen who first visited the SRC in Fall 2022, the retention rate was 90% from Fall 2022 to Spring 2023, and 78% from Spring to Fall 2023. The first-year retention rate from Fall 2022 to Fall 2023 was 71%. The retention rate for the one freshman who first visited the SRC in Spring 2023 was 100%. The retention rates for freshmen who visited the SRC were similar to the campus-wide retention rates for first-year students from Fall 2022 to Spring 2023 and Fall 2022 to Fall 2023.



Table 46. Retention Students who first visited the SRC in Fall 2022 and Spring 2023, University of Mount Union Student Outcome Data, Fall 2022-Fall 2023

Groups	Enrollment			Graduation Numbers		Retention Rates		
	Fall 2022	Spring 2023	Fall 2023	Fall 2022	Spring 2023	Fall 22-Spring 23	Spring-Fall 23	Fall 22-Fall 23
Fall 2022 students	96	86	58	2	25	92%	88%	81%
Spring 2023 students	--	14	8	--	4	--	86%	--
Fall 2022 freshmen	41	37	28	0	1	90%	78%	71%
Spring 2023 freshmen	--	1	1	--	0	--	100%	--
Campus-Wide*	--	--	--	--	--	89%	--	71%

\*The campus-wide retention was found the University of Mount Union Office of Institutional Effectiveness Report.

### Cross Site Results

Table 47 synthesizes the results across all seven SRC sites, focusing on changes in GPA and retention rates compared to campus-wide rates. At five of the six sites where GPA could be tracked over multiple semesters, students who visited the SRCs either maintained or improved their GPA on average since their first visit. Additionally, at three sites where retention rates could be analyzed and compared to campus-wide rates, students who visited the SRCs had higher retention rates than the overall campus retention rates. At two other sites, the retention rates were similar. It should be noted that the availability of campus-wide retention rates varied across sites. The campus-wide retention rate for Hiram College was from a previous semester not included in the SRC outcome analyses. For Kent State University and Mount St. Joseph University, the outcome data only included Fall 2023 and Spring 2024, limiting the analysis to semester-to-semester retention rates, while these SRCs only provided first-year campus-wide retention rates. Therefore, comparisons for these three sites should be interpreted with caution.

Table 48 shows the results across all seven SRCs, focusing on the number of high-need and underrepresented minority students served by the SRC compared to campus-wide enrollment. At four of the seven sites, a similar or higher percentage of African American students were served compared to the campus-wide enrollment. Additionally, the SRC at Kent State University served a higher percentage of international students, while the SRC at OU Eastern Campus served a higher percentage of Pell Grant eligible students.

Table 47. Cross Site Results for GPA and Retention Compared to Campus-Wide Data, OCC SRC Outcome Data, Fall 2021-Spring 2024

Metric	Semester First visited by SRC	COTC	Hiram College	Kent State University	Mount St. Joseph	OU Chillicothe	OU Eastern	Mount Union
Maintained or increased GPA	Fall 2021	Increase	--	--	--	--	--	--
	Spring 2022	Increase	--	--	--	--	--	--
	Fall 2022	--	--	--	--	Maintained	--	Increase
	Spring 2023	--	Slight Decrease	--	--	--	--	Increase
	Fall 2023	--	--	Maintained	Maintained	--	--	--
	<b>Overall (across semesters)</b>	<b>Increase</b>	<b>Slight Decrease</b>	<b>Maintained</b>	<b>Maintained</b>	<b>Maintained</b>	--	<b>Increase</b>
Similar to Higher Retention Rates to Campus-Wide Rates	Fall 2021	--	--	--	--	--	--	--
	Spring 2022	--	--	--	--	--	--	--
	Fall 2022	--	--	--	--	Higher	--	Similar
	Spring 2023	--	Higher*	--	--	--	--	Similar
	Fall 2023	--	Higher*	Higher**	Similar**	--	--	--
	<b>Overall (across semesters)</b>	--	<b>Higher*</b>	<b>Higher**</b>	<b>Similar**</b>	<b>Higher</b>	--	<b>Similar</b>

Note. -- indicates data were not available. A green highlight indicates more desired results, and a yellow highlight indicates less desired results.

\*The campus-wide retention rate from Hiram College was from Fall 2021 to Fall 2022, while the SRC retention rates were from Spring 2023 to Spring 2024. Interpret this comparison with caution.

\*\* Analyses for Kent State University and Mount St. Joseph University included only Fall 2023 and Spring 2024 SRC-served student outcome data, limiting the report to semester-to-semester retention rates. Additionally, these SRCs provided only the first-year retention rate for campus-wide data. Interpret this comparison with caution.

Table 48. Cross Site Results for the Number of High Need/Minority Students Served Compared to Campus-Wide Data, OCC SRC Outcome Data, Fall 2021-Spring 2024

Metric	Semester First visited by SRC	COTC	Hiram College	Kent State University	Mount St. Joseph University	OU Chillicothe	OU Eastern	University of Mount Union
High Need/Minority Students Served Compared to Campus-Wide Enrollment	Fall 2021	Similar % of AA* students	--	--	--	--	--	--
	Spring 2022	Higher % of AA students	--	--	--	--	--	--
	Fall 2022	--	--	--	--	Low Diversity Campus-Wide	--	Higher % of AA students
	Spring 2023	--	Similar % of AA students	--	--	--	--	Higher % of AA students
	Fall 2023	Higher % of AA students	Similar % of AA students	Higher % of Int. students	Higher % of AA students**	Low Diversity Campus-Wide	Higher % of Pell Grant students	Higher % of AA students
	Spring 2024	--	Limited Data	Higher % of Int. students	Higher % of AA students**	--	--	--

Note. -- indicates data were not available. A green highlight indicates more desired results, and a yellow highlight indicates less desired results.

\* AA stands for African American.

\*\* The percentage of African American students enrolled at the university was not provided. However, since the percentage of Caucasian students was 79%, the maximum percentage for African American students would be 21%, suggesting that the percentages for African American students visiting the SRC potentially could be higher than the campus-wide data.

**EQ4: To what extent did this program influence AmeriCorps members' (a) understanding of local nonprofits, local/state/federal agencies, and the services they can provide to college students, and (b) leadership skills?**

***AmeriCorps Member End-of-Year Survey Data***

In May 2024, 16 AmeriCorps members from 10 of the sites completed the *AmeriCorps Member End-of-Year Survey*. Almost all (94%) of AmeriCorps members reported gaining awareness of local non-profit organizations and agencies. When asked to list the agencies and organizations, AmeriCorps members listed 21 different organizations. Some of these organizations included Alliance Commons, Alliance Community Pantry, Hiram Farm, United Way of Portage County, Good Samaritan Network of Ross County, and Ohio Means Jobs Licking County (data not displayed).

When asked what they gained through serving as an AmeriCorps member, all respondents reported gaining an understanding of local nonprofit organizations, local resources available to help students in need, and the services available to college students (Table 49). Additionally, 94% also reported gaining an understanding of local/state agencies.

Table 49. *AmeriCorps Member Understanding of Resources and Services, OCC SRC AmeriCorps Member End-of-Year Survey, May 2024 (n = 16)*

Through serving as an AmeriCorps member, I gained...	Strongly Disagree/ Disagree	Neither Agree or Disagree	Strongly Agree/ Agree
Understanding of local nonprofit organizations available.	0%	0%	100%
Understanding of local/state agencies.	0%	6%	94%
Understanding of local resources available to help students in need.	0%	0%	100%
Understanding of the services that are available to college students.	0%	0%	100%

All AmeriCorps members also reported gaining volunteer management skills and confidence in their ability to solve problems for themselves and to help students (Table 50). Furthermore, 94% reported gaining relevant leadership skills.

Table 50. *AmeriCorps Member Skills and Confidence, OCC SRC AmeriCorps Member End-of-Year Survey, May 2024 (n = 16)*

Through serving as an AmeriCorps member, I gained...	Strongly Disagree/ Disagree	Neither Agree or Disagree	Strongly Agree/ Agree
Volunteer management skills.	0%	0%	100%
Any relevant skills that are needed for leadership.	0%	6%	94%

Through serving as an AmeriCorps member, I gained...	Strongly Disagree/ Disagree	Neither Agree or Disagree	Strongly Agree/ Agree
Confidence in my ability to solve problems for myself.	0%	0%	100%
Confidence in my ability to help other AmeriCorps members.	0%	19%	81%
Confidence in my ability to help students.	0%	0%	100%

AmeriCorps members were also asked about their experience in the position. All members reported enjoying their AmeriCorps term of service (data not displayed). When asked if they received the training they needed to perform their service to the best of their ability, 69% reported they were comfortable with their current skill set or had the skills they needed to be effective (Table 51). The remaining members reported that while they felt comfortable with their skills, they could be improved in some areas.

Table 51. AmeriCorps Member Comfort with Skills from Training Received, OCC SRC AmeriCorps Member End-of-Year Survey, May 2024 (n = 16)

Response	n	%
I feel comfortable with my skill set but could improve in some areas.	5	31%
I am comfortable with my current skill set.	6	38%
I have the skills I need to be effective.	5	31%
<b>Total</b>	<b>16</b>	<b>100%</b>

Almost all (94%) reported they knew what their tasks were and what was expected of them each week (data not displayed). All AmeriCorps members also reported they often or always produced quality work for their host sites (Table 52). Further, almost all (94%) reported they often or always completed their work as assigned for their service in a timely manner, they effectively served the student resource center students they interacted with to the best of their ability, and they were able to change their approach or method with students to best fit their situation.

Table 52. AmeriCorps Member Work at the SRC, OCC SRC AmeriCorps Member End-of-Year Survey, May 2024 (n = 16)

Statements	Never/Rarely	Sometimes	Often/Always
I completed my work as assigned for my service in a timely manner.	0%	6%	94%
I produced quality work for my host site.	0%	0%	100%
I followed up with the student resources center students I work with.	6%	6%	88%
I effectively served the student resource center students I interacted with to the best of my ability.	6%	0%	94%

Statements	Never/Rarely	Sometimes	Often/Always
I was able to change my approach or method with students to best fit their situation.	6%	0%	94%

All AmeriCorps members reported their supervisor communicated well with them (data not displayed) and that they felt comfortable asking for help from the supervisor when they needed it (Table 53). Additionally, all AmeriCorps members reported their program managers communicated well with them and that they felt comfortable going to the managers for help.

When asked what the site supervisors could have done to make their service experience better, one member reported having more training and information at the beginning could have made things easier and another reported having more one-on-one meetings. When asked what the program managers could have done to make their service year better, one member reported having check-ins were hard because some things did not apply to all members across sites and that having a survey to check in and receive information throughout the year would have been helpful. Another reported the timing of communication could have been better.

Table 53. AmeriCorps Member Experience with Site Supervisor, OCC SRC AmeriCorps Member End-of-Year Survey, May 2024 (n = 16)

Statements	Never/Rarely	Sometimes	Often/Always
I felt comfortable asking for help from my site supervisor when I needed it.	0%	0%	100%
My program manager communicated well with me.	0%	0%	100%
I felt comfortable coming to my program manager for help.	0%	0%	100%

AmeriCorps members were asked if they had any program frustrations or suggestions. One member reported there were too many emails, while another reported a communication disconnect between people, making expectations unclear. They also suggested that advanced planning for events would be helpful, especially for events with time-sensitive deadlines.

When asked what they liked best about their AmeriCorps year of service, members reported they enjoyed the following: helping students (n = 7), connecting with the student community (n = 4), connecting and working with the larger community (n = 4), learning how to help people (n = 2), and networking with professionals (n = 1).

When asked what they liked the least about their AmeriCorps year of service, members reported the following: lack of scheduled events (n = 2), difficulty providing services to students who did not register or respond after initially seeking assistance (n = 2), the pay for their service (n = 2), an unclear job description making the role challenging (n = 1), and the emotionally heaviness of the job (n = 1).

When AmeriCorps members were asked to describe their year of service in one word, the most frequently reported words were "amazing" ( $n = 3$ ) and "fulfilling" ( $n = 2$ ). Other words reported included "connection," "eye-opening," "growth," "illuminating," "learning," and "transformative," which were overwhelmingly positive.

Lastly, AmeriCorps members were asked to share a person or experience from their year of service that was memorable or personally impactful. Members reported a variety of people and experiences, with a few common themes emerging. Five members described situations where they were able to help a student and served as a valuable resource for them. Two members mentioned their site supervisors and two others mentioned they enjoyed seeing their SRC grow and become a space utilized by more students. One of these students shared, "I really enjoyed inviting students into our new space. I think we did a great job advocating and spreading the word about [the SRC] and we had the most visits this year. I loved seeing all the students visit our resource center."

# Summary and Recommendations

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This section offers a summary of the findings as they relate to the four questions that framed the evaluation. Several recommendations for program improvement follow the summary of findings.

## Summary

### ***Evaluation Question 1: How and to what extent was the program able to develop or expand SRCs on campuses participating in the program to serve their students?***

The program has successfully developed and expanded SRCs on participating campuses, as evidenced by the substantial number of student visits and the diverse student populations served. Specifically,

- According to the SRC intake data collected from 10 campuses between Fall 2022 and Spring 2024, there were a total of 5,190 student visits, with at least 1,954 unduplicated students served. Among these students, 26% identified as belonging to underrepresented groups, including those who identify as African American, Hispanic/Latinx, Pacific Islander, Multi-racial, and International. This demonstrates the program's reach in serving diverse student populations.
- Among the seven SRC sites that provided student academic outcome data, four sites reported serving a similar or higher percentage of African American students compared to the overall university enrollment. Additionally, the SRC at Kent State University served a higher percentage of international students, while the SRC at OU Eastern Campus served a higher percentage of Pell Grant-eligible students (results taken from the Evaluation Question 3 section of the report).
- The program effectively addressed student needs, primarily related to food and SRC service information.
- The two most common referrals made for students were for food assistance and utilities.
- The most reported campus resource utilized was Job & Family Services.

### ***Evaluation Question 2: To what extent did referrals help eliminate students' barriers after receiving services from the SRCs?***

The findings from the intake data indicate that referrals provided by the SRCs have been increasingly effective in helping students eliminate barriers. Specifically,

- In the 2022-2023 academic year, 49% of students utilized the referrals provided, which helped eliminate their barriers. In the 2023-2024 academic year, this effectiveness significantly increased, with 83% of students utilizing the referral provided and 89% reporting that the referrals helped eliminate barriers.
- Among the five institutions that provided intake data for both years, there was a total increase of 922 visits to the SRCs, including 190 additional first-time visits, along with an increase in the number of utilized referrals and the effectiveness of these referrals in eliminating barriers.



***Evaluation Question 3: To what extent did the utilization of services provided by the SRCs influence students' academic success, including course success, retention, and graduation?***

Despite the lack of data, limited data availability, and inconsistencies in data collection at some of the SRC sites, findings from the student intake data and the student academic outcomes data suggest that the utilization of services provided by the SRCs had positively influenced students' academic performance and retention. Specifically,

- At five of the six sites where GPA could be tracked over multiple semesters, students who visited the SRCs either maintained or improved their GPA on average since their first visit, indicating that the support provided by the SRCs likely contributed to their academic performance.
- At all five sites where retention rates could be analyzed and compared to campus-wide rates, students served by the SRCs had similar retention rates, suggesting that the SRCs played a role in helping students stay enrolled. Although the SRCs may not significantly increase retention rates beyond the campus-wide averages, they appear to provide valuable support that helps maintain students' academic stability and continuity.

***Evaluation Question 4: To what extent did this program influence AmeriCorps members' (a) understanding of local nonprofits, local/state/federal agencies, and the services they can provide to college students, and (b) leadership skills?***

AmeriCorps members perceived their service experience as overwhelmingly positive, highlighting personal growth and memorable experiences. Specifically,

- All AmeriCorps members reported gaining an understanding of local nonprofit organizations, local resources available to help students in need, and the services that were available to college students. A majority of the AmeriCorps members also reported gaining an understanding of local/state agencies.
- All AmeriCorps members reported gaining volunteer management skills and increased confidence in their ability to solve problems for themselves and to help students. A majority also reported gaining relevant leadership skills.
- All members enjoyed their AmeriCorps service term.
- The majority of members felt comfortable with their skills and reported knowing their tasks and expectations, producing quality work, and adapting to students' needs.
- Members reported good communication with supervisors and program managers, feeling comfortable seeking help when needed.
- Positive aspects of the service included helping students, connecting with the community, learning, and networking. Challenging aspects included unclear expectations, a lack of scheduled events, challenges with unresponsive students, low pay, unclear job descriptions, and emotional heaviness.
- Suggestions for improvement included more initial training, one-on-one meetings, and better communication timing.

## Recommendations

The Evaluation Team provides the following recommendations to better facilitate future data collection and further assess OCC SRC program's impact on student success:

- While the Evaluation Team successfully gathered and utilized student outcome data along with linked intake data from seven of the 12 sites, inconsistencies across these sites made it difficult to combine the data for analyses. Evaluators recommend increasing the communication about data collection efforts between the OCC Project Team, the campus SRC site supervisors, and the Evaluation Team to ensure uniformity in the intake and student outcome data.
- The Evaluation Team received campus-wide demographics and retention data for comparison from four of the seven SRC sites that provided the student outcome data; however, the data varied among these sites. Some sites only provided demographics and retention data for first-year students, while others included data for all students. Furthermore, three sites did not supply campus-wide data, requiring the Evaluation Team to find this information elsewhere. To address this, it is important for the Evaluation Team to communicate clearly with SRC site supervisors about the need for campus-wide demographic data and the specific information required.
- As none of the IHEs specified the GPA threshold for good academic standing, the Evaluation Team applied the commonly adopted definition for IHEs, where good academic standing is defined as maintaining a minimum 2.00 cumulative grade point average. However, this standard may not apply to all institutions. Therefore, in the future, the Evaluation Team will request that the sites provide information specific to their institution's criteria.

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# Appendices

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**INSERT CAMPUS CENTER NAME – Student Intake Form**

Have you been to the SRC before? YES  NO

How did you hear about the SRC?

PLEASE PRINT CLEARLY

<b>*Name</b>		First	MI	Last
<b>DOB (MM/DD/YY)</b>	<b>*Student #</b>	<b>Gender ( Circle One)</b> Male Female Non-binary		
	<b>Currently Enrolled in classes: YES <input type="checkbox"/> NO <input type="checkbox"/></b>	Prefer to self-describe _____ Prefer not to say _____		
<b>Race/Ethnicity (Circle One)</b>	African American	Asian	Caucasian	Hispanic Other Prefer not to answer
<b>Address</b>	Street	City	State	Zip Code
<b>*Phone</b> ( )	<b>*Email</b>			
<b>Employment Status (Circle One)</b>	Full-Time	Part-Time	Seasonal	Not Employed
Total # in Household _____	# Under 18 _____	<b>Marital Status (Circle One)</b>	Single	Married Separated Divorced Widowed

**\*What is your current living situation?**

Resident Hall/On-Campus     Home Owner     Motel     Homeless

Renting     Transitional Housing     Family/Friends

**How long have you been in this housing?** \_\_\_\_\_ **Are you safe in your current situation?** Yes  No

**\*What do you need help with? (Check all that apply):**

<input type="checkbox"/> SRC Information	<input type="checkbox"/> Legal Assistance
<input type="checkbox"/> Utilities	<input type="checkbox"/> Personal Safety
<input type="checkbox"/> Housing	<input type="checkbox"/> Academic Needs/Supplies/Textbooks
<input type="checkbox"/> Food	<input type="checkbox"/> Career/Job
<input type="checkbox"/> Clothing	<input type="checkbox"/> Childcare
<input type="checkbox"/> Furniture/Appliances	<input type="checkbox"/> Emergency Financial Assistance

Appendix A.

- |   |  |
|---|--|
| <input type="checkbox"/> Transportation           | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Healthcare/Dental        | <input type="checkbox"/> Other: _____    |
| <input type="checkbox"/> Mental Health/Counseling |  |

**What is your most pressing concern today?** \_\_\_\_\_

I understand the **SRC** may share relevant information with other departments on campus to best meet my needs, in accordance with FERPA guidelines.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**STAFF USE ONLY**

**Host Site / Campus:**

\_\_\_\_\_  
**Student Resource Center Coordinator:**

\_\_\_\_\_  
**First Meeting w/ AmeriCorps Member: YES or NO**

**\*Type of Contact:** EMAIL  PHONE  IN-PERSON: Walk-in  OR Appointment  VIRTUAL

**\*Day of Week:** M T W H F S Su **\*Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_  
\_\_\_\_\_ **AM/PM**

**\*Follow-up** (w/in 12 days of initial interaction) **\*Date:** \_\_\_\_\_ **\*Were referrals utilized?** Yes or No **\* Did referrals help eliminate barriers?** Yes or No

**\*Referrals:**

- |   |   |
|---|---|
| <input type="checkbox"/> ARC Information              | <input type="checkbox"/> Legal Assistance               |
| <input type="checkbox"/> Utilities                    | <input type="checkbox"/> Personal Safety                |
| <input type="checkbox"/> Housing                      | <input type="checkbox"/> Academic Needs/Supplies        |
| <input type="checkbox"/> Food                         | <input type="checkbox"/> Career/Job                     |
| <input type="checkbox"/> Clothing                     | <input type="checkbox"/> Childcare                      |
| <input type="checkbox"/> Furniture/Appliances         | <input type="checkbox"/> Emergency Financial Assistance |
| <input type="checkbox"/> Transportation               | <input type="checkbox"/> Substance Abuse                |
| <input type="checkbox"/> Navigating College Processes | <input type="checkbox"/> Financial Literacy             |

**Discovery Center for Evaluation, Research, and Professional Learning**

*Ohio Campus Compact AmeriCorps Student Resource Centers Program,*

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Appendix A.

<input type="checkbox"/> Healthcare/Dental	<input type="checkbox"/> Student Involvement Opportunities
<input type="checkbox"/> LGBTQ or Diversity/Inclusion Support	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Mental Health/Counseling	

**\*On-Campus Department or Community Partner Resource Provided: TO BE UPDATED BASED ON EACH SRC AVAILABLE RESOURCES**

<input type="checkbox"/> Financial Aid	<input type="checkbox"/> Job & Family Services
<input type="checkbox"/> Tutoring Services	<input type="checkbox"/> Legal Aid
<input type="checkbox"/> Student Life	<input type="checkbox"/> Counseling
<input type="checkbox"/> International Enrollment Services	<input type="checkbox"/> Red Cross
<input type="checkbox"/> Registration	<input type="checkbox"/> Salvation Army
<input type="checkbox"/> Title IX	<input type="checkbox"/>
<input type="checkbox"/> Victim Advocates	<input type="checkbox"/>
<input type="checkbox"/> Police	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> Other: _____

**AmeriCorps Member End of Year Survey**

1. Name
2. Service Site

Statements	Never	Rarely	Sometimes	Often	Always
3. I completed my work as assigned for my service in a timely manner.					
4. I produced quality work for my host site.					
5. I followed up with the student resources center students I work with.					
6. I effectively served the student resource center students I interacted with to the best of my ability.					
7. I was able to change my approach or method with students to best fit their situation.					

8. I knew what my tasks were and what was expected of me each week.
  - a. Yes
  - b. No
  - c. Sometimes
9. I received the training I needed to do my service to the best of my ability.
  - a. I need a lot of training
  - b. I could use more training in all areas
  - c. I feel comfortable with my skill set but could improve in some areas
  - d. I am comfortable with my current skill set
  - e. I have the skills I need to be effective
10. My site supervisor communicated well with me.
  - a. Yes
  - b. No
  - c. Not sure



Appendix B.

11. What could your site supervisor have done to make your service experience better? (open-response)

Statements	Never	Rarely	Sometimes	Often	Always
12. I felt comfortable asking for help from my site supervisor when I needed it.					
13. My program manager communicated well with me.					
14. I felt comfortable coming to my program manager for help.					

15. What could your program manager have done to make your service year better? (open-response)

16. Do you have any program frustrations or suggestions you'd like to share? (open-response)

17. What did you like best about your AmeriCorps year of service? (open-response)

18. What did you least like about your AmeriCorps year of service? (open-response)

19. What one word best describes your year of service? (open-response)

20. I enjoyed my AmeriCorps term of service.

a. Yes

b. No

21. Please share a person or experience from your year of service that was memorable or impacted you personally. (open-response)

22. Please share a permanent email address, address, and phone number we could use to contact you for AmeriCorps alumni events. (open-response)

23. Did you gain an awareness of local nonprofit organizations and agencies?

a. Yes

b. No

24. Please list the agencies and organizations: \_\_\_\_\_

Through serving as an AmeriCorps member, I gained...	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
25. Understanding of local nonprofit organizations available.					

Appendix B.

26. Understanding of local/state agencies.					
27. Understanding of local resources available to help students in need.					
28. Understanding of the services that are available to college students.					
29. Volunteer management skills.					
30. Any relevant skills that are needed for leadership.					

Through serving as an AmeriCorps member, I gained...	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
31. Confidence in my ability to solve problems for myself.					
32. Confidence in my ability to help other AmeriCorps members.					
Confidence in my ability to help students.					

33. Is there anything else you would like to share with us about your experiences serving as an AmeriCorps member?