

Center for Career & Leadership Development, , (Student Affairs)

**Academic and Student Support Assessment**

**Semester reporting: Spring Semester 2021**

**Prepared on: 7/29/2021 4:37:20 PM**

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**Type of support services offered: Student Support**

**Approximately how many students were served in this center/area this year? 1132**

## Data and Reporting of Student Learning

### SLO 1

7. SLO 1: What is the first Student Learning Outcome for this support area? Student learning outcomes should be stated in measurable terms (i.e. students will be able to.....)	As a result of participating in Knights LEAD, students will demonstrate effective leadership skills during application sessions.
8. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. survey, participation, exam, assignment with rubric, speech, demonstration of ability)	survey
9. SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).	80% of students evaluated will report that they are comfortable with each career/leadership competency
10. SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	100
11. SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on these student learning outcomes?	Our survey for the career competencies is off to a good start but we need to review to make sure it aligns with what we teach and learn in the program. Moving forward, we need to determine what the spring application activities are and then develop a survey or rubric that connects to each activity if we are using those activities to evaluate their achievement of the competency. We intended to use rubrics but online leadership programs are hard to evaluate with rubrics. The Coordinator created the survey in the fall and then developed the activities in January, which would explain the disconnect between the assessment and the activities. However, for the students who completed it, they were comfortable with most competencies and rated only a few as somewhat comfortable.

**SLO 2**

<p>12. SLO 2: What is the second Student Learning Outcome for this support area? Student learning outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>As a result of participating in Emerging Leaders, students will practice the knowledge from leadership trainings in their campus and community involvements.</p>
<p>13. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. survey, participation, exam, assignment with rubric, speech, demonstration of ability)</p>	<p>Emerging Leaders Involvement Tracker, collected end of each semester</p>
<p>14. SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on...).</p>	<p>75% of students will complete the 6 or more categories each semester on the Involvement Tracker, which will show that they have practiced the knowledge gained from the leadership trainings</p>
<p>15. SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</p>	<p>85</p>
<p>16. SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on these student learning outcomes? (Evidence of the improvement must be kept and filed in the support area including but not limited to: changes in delivery of services, operations, service processes, etc... Both old versions and new versions should be kept on file for 10 years.)</p>	<p>The involvement tracker is a great tool but improvements could be implemented by making it an electronic document or process, possibly using the Experiences in Presence. Because of COVID19, students had difficulty joining campus organizations, and we were limited in what we could add as options. I think moving forward, creating a document that has more options will be key. Also, coordinating with SGA and CAB to ensure that students can attend the meetings and providing an introduction to student organizations during the first Emerging Leaders sessions would help link students to these opportunities. Right now, we expect connections to occur and currently, these are even more difficulty to navigate.</p>

**SLO 3**

17. SLO 3: What is the third Student Learning Outcome for this support area? Student learning outcomes should be stated in measurable terms (i.e. students will be able to.....)	Students will demonstrate understanding of career options related to their major or career interest after attending a career fair.
18. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. survey, participation, exam, assignment with rubric, speech, demonstration of ability)	survey
19. SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on...).	80% of students will report a high or highest understanding of career options related to their major or career interest after participating in a career fair
20. SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	100
21. SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on these student learning outcomes?	We updated our career fair assessment to ask students to identify at least one career as a result of attending the fair, which provides us a good indication that the student got something out of the activity. For appointments, students come for a variety of reasons and may not discuss career options in an appointment, making this hard to measure in many appointments. We had to collect all survey data electronically, so we had fewer than 20 students completed career fair surveys and less than 10 complete career advising surveys. We also tried to have different surveys for the different types of appointments in Handshake but in the end, we just didn't end up with much data so one survey would work best. A paper version that we provide students could help with data collection but we would need the staffing capability of entering the collected data for analysis.

**SLO 4**

22. SLO 4: What is the fourth Student Learning Outcome for this support area? Student learning outcomes should be stated in measurable terms (i.e. students will be able to.....)	Students will understand how to articulate their transferable skills through their resume.
23. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. survey, participation, exam, assignment with rubric, speech, demonstration of ability)	survey
24. SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on...).	80% of students will report a high or highest understanding of how to articulate their transferable skills through their resume after a career advising appointment.
25. SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)	20
26. SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on these student learning outcomes?	We received 5 responses from the survey automatically sent to students who completed resume writing appointments with us. We do not know why we didn't get more responses but some surveys could be going to junk mail or students are deleting them because they come from Handshake. Of these responses, 1 student rated his understanding as high and the rest rated themselves as average or below average. In order to assess this understanding, we need to determine if all staff discuss transferable skills during the resume appointment and if we do something in the appointment to facilitate this discussion with the student. We also need to determine a better way to send out surveys to students who have used our services.

### Open Box for Assessment Comments

30. Additional Assessment Open Text Comment Box	Moving forward, we need to develop some simple ways to assess learning for career and leadership programs that accurately align with what we are teaching/instructing. In addition, we need to find ways to collect more data in the moment and involve student assistants in entering the data.
31. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	COVID-19 made us rely on virtual interactions for collecting data. When we have an in-person event, collecting data after the event guarantees more responses. For Leadership Programs, we need to be present with students to collect responses. The appointment surveys were supposed to go out automatically from Handshake after appointments, but we had a very low response rate. Perhaps the high volume of emails prevented students from seeing the surveys or being able to prioritize their completion.

### MGA's Strategic Plan

27. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan ( <a href="https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf">https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf</a> ) by checking all associated and relevant Imperatives / Strategies from the list below.	Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience, Own Student Success 4. Expand student engagement and experiential learning
28. Please indicate which of the following actions you have taken as a result of the 2020/2021 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)	Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc. Operational Processes

### Other

29. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc.)	USG Momentum Year, USG high impact practice initiative, Complete College Georgia
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