Title.

Middle Georgia State University Academic and Student Support Assessment

Instructions. This form collects assessment information for all academic and student support areas at Middle Georgia State University. This includes area such as tutoring, advising, career services, counseling, disability services, and writing and math support centers. Directors of these centers should submit one form each year for their university wide services. This form is in addition to the administrative assessment completed by every budgeted unit. This form should include the student learning outcomes for the area, while the administrative assessment should include administrative objectives/goals.

NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission.https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

 Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work In the event that you need to edit your submission, you may contact the Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Details/Name. Details/Name of Academic or Student Support Area/Office

Academic Advising

Q1. Submitters Email

sandy.littleherring@mga.edu

Q2. In which college/school/area is this program located?

Academic Affairs

Q3. Which type of support services are offered at this center?

◉ Academic Support

○ Student Support

○ Academic Support and Student Support

Q4. Which semester were the data collected and analyzed? If it crossed multiple semesters, select the latest semester of data.

○ Summer 2022

○ Fall 2022

● Spring 2023

Q5. Indicate each location where the Academic and/or Student Support is offered.

☑ Cochran

☑ Macon

☑ Eastman

☑ Dublin

☑ Warner Robins

☑ Online

☐ Other Off Campus Location [   ]

Q6. Approximately how many students were served in this center/area this year?

[5000   ]

Q7. 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......)

[Students will report an understanding of how to access the Academic Calendar and University Catalog, their degree requirements.   ]

Q8. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

[MGA Advising Assessment Survey   ]

Q9. 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....)

Average Score received on survey will be 4.0 or higher on questions specific to use of catalog and academic calendar and the student's understanding of their degree requirements. 80% of students will select 4 or 5 on 5-point scale.

Q10. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Past performance data

Q11. 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)

65% of the 77 students responding to these questions selected 4 or 5 on the 5-point scale.

Q12. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Assessment tool will be reviewed for effectiveness and adjusted as needed to provide most accurate assessment of advising practices at MGA and to increase participation. We will also review how students are introduced to and taught how to use these tools.

Q14. SLO 2: 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......)

Students will report an understanding of the value of advising in order to meet their career goals.

Q15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

MGA Advising Assessment Survey. Questions: I recognize the value of developing a relationship with faculty and/or professionals within areas of interest to continue building a network that support my goals.

Q16. 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....)

80% of respondents will select 4 or on the 5-point scale for these questions.

Q17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Past performance data

Q18. 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)

Of the 53 students reponding to the question, 92% selected 4 or 5 on the 5-point scale.

Q19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Assessment tool will be reviewed for effectiveness and adjusted as needed to provide most accurate assessment of advising practices at MGA and to increase participation.

Q20. SLO 3: 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......)

Students will report they know how to use the student portal SWORDS to access information and register for classes each semester.

Q21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

MGA Advising Assessment Survey

Q22. 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 completing advising survey will select 4 or higher on questions related to SWORDS and MyDegree.

Q23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Past performance data

Q24. 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)

75% of the 77 students answering the question regarding their knowledge of SWORDS selected 4 or higher. 85% of the 39 students answering the questions related to MyDegree selected 4 or higher (5-point scale) regarding their knowledge of MyDegree.

Q25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Assessment tool will be reviewed for effectiveness and adjusted as needed to provide most accurate assessment of advising practices at MGA and to increase participation. We will also review how students are introduced to and taught how to use these tools.

Q26. SLO 4: 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......)

n/a

Q27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

n/a

Q28. 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....)

n/a

Q29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

n/a

Q30. 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)

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n/a
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Q31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

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n/a
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Q32. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

- ☑ Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- ☑ Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets
- ☐ Own Student Success 3. Develop academic pipelines and expand degrees
- ☐ Own Student Success 4. Expand student engagement and experiential learning
- ☐ Build Shared Culture 5. Attract talent and enhance employee development and recognition
- ☐ Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- ☐ Build Shared Culture 7. Cultivate engagement with its local communities

Q33. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- ☐ Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- ☐ Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- ☑ Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- ☑ Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- ☑ Request for Additional Financial or Human Resources
- ☑ Customer Service Changes: Communication, Services, etc
- ☐ Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- ☐ Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- ☐ Other _____

Q34. 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)

Complete College Georgia, USG Momentum Year

Q35. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

MGA previously used the MGA Advising Survey results to drive the decision to move to a centralized advising model. Assessment results provide valuable insights into the effectiveness of advising programs, helping MGA and advisors make data-driven decisions to enhance student support and success. Based on the assessment results, areas that require improvement are pinpointed. These could include issues related to advisor training, workload, resource allocation, or communication with students. It may also involve revisiting advising policies and procedures.

Q36. Please identify and detail three to four SLO's for the next fiscal year. If all SLO's remain the same, indicate so below.

Currently same; however, with review of assessment tool, they may change.

Q37. How do academic and student support assessments contribute to a culture of continuous improvement and a commitment to excellence in education and student services?

These assessments help us identify areas for enhancement, make data-driven decisions, and ultimately improve the overall learning experience for students.

Q38. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).