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

Center for Career & Leadership Development

Q1. Submitters Email

mary.roberts3@mga.edu

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

Student 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?

2000

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......)

As a result of participating in Emerging Leaders, students will practice the knowledge from leadership trainings in their campus and community Involvement.

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.)

The Involvement Tracker will collect information on what students is completing/participating in throughout community and campus life. The Involvement Tracker is a paper form that shows the student's attendance at leadership sessions, participation in service days, participating in campus life, fulfilment of meeting with a career advisor, participation in at least one CCLD event, and student organization membership.

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....)

75% of students will complete the 6 or more categories on the Involvement Tracker, which will show that they have practiced the knowledge gained from the leadership trainings.

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)

25%

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?

Of the 20 students who began Emerging Leaders in Fall 2022, 5 remained active in the program in the spring and submitted their Involvement Trackers. Since all students in the program were active in the fall, we realize that it is necessary to collect Involvement Trackers each semester. We also front-loaded the program so that the required leadership sessions are in the fall. We will now collect data in the fall so that we can assess the learning of all students who participate in the program rather than just those who complete the program.

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......)

Leadership Development - As a result of participating in Knights LEAD and Emerging Leaders sessions, students will be able to demonstrate how they have developed the career competencies through work, campus involvement, volunteer, and other leadership opportunities.

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.)

> Resume Rubric that measured the student's ability to use and show their knowledge of the career competencies in the resume development and review process with a career advisor. The categories on the rubric were the NACE Career Competencies: Leadership, Teamwork, Critical Thinking, Diversity & Inclusion, Technology, Communication, Professionalism, & Career & Self Development

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 students evaluated will be able to demonstrate their development of 6/8 career competencies.

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 based on department's work with students on their resumes

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)

> 100% of the students Knights LEAD Program who completed the resume workshop and review session with a career advisor showed mastery of this learning outcome.

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?

> The resume session and requirement to meet with a career advisor will be in the fall rather than the spring. After four years of the Student Leadership programs, we have learned that fall participation is active while spring participation is very low. If more students will complete the resume development workshop in the fall, then there is a higher chance that they will also meet with a career advisor who can assess their ability to use their resume to show career competencies.

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......)

SLO 3 – Career Development: As a result of completing internships, students who report their internship through the Handshake Experiences portal will report that they have a better understanding of concepts, theories, and skills in their program of study.

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.)

Experiences Post-Internship Evaluation

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 the students will be report that they have a better understanding of concepts, theories, and skills in their program of study as a result of completing the internship.

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

Peer program review

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)

98% (64 out of 65) of the students who completed the survey strongly (63) or somewhat agreed (1) that as a result of their internship, they had a better understanding of concepts, theories, and skills in their program of study.

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?

> Much of what students experience at their internships is out of our control, especially when they have completed an internship through their academic program. However, to assist employers with developing better internships programs, we have created a page for our internship program - https://www.mga.edu/center-career-leadership-development/internships-career-readiness/index.php and are adding more resources to it for both employers and faculty. We are discussing additional ideas for how to connect the academic internship programs with what we are doing to increase the number of students completing internships.

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......)

> As a result of meeting with a career advisor in an individual appointment, students will report that they increased their knowledge on the career planning topics covered in the appointment.

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.)

> MGA Career Advising Appointment/Services Survey https://mgasurvey.qualtrics.com/jfe/form/SV_5aOGJlazZs3bE22

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....)

> 80% of students will report that they increased their knowledge on the career planning topics covered in their career advising appointment

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

> Past performance data

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)

> 100% of students who participated in the survey strongly agreed that their knowledge and understanding increased.

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?

> We did not get a large response from the survey, so we have implemented a new process. Each career development staff member has the QR code to the new survey in their office and also have a link to use in virtual appointments. The new survey was also paired down to encourage students to finish the survey. The new survey has 5 responses after being released in early August.

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 High Impact Practice Initiative, 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.

In the CCLD, we use assessment to continuously improve the services and resources that we provide students. Our assessment practice includes using Handshake to track all student career appointments and career event participations as well as student leadership program participations. We have used this process consistently since Fall 2020. Most recently, we used this data to show the increase of student traffic in the Cochran office and the career engagement that occurs when we go to the Eastman campus. After reporting a two year increase, we were approved to hire a career staff member for Eastman. We also analyze attendance numbers from our career fairs to determine which groups should be emphasized in our student outreach. For instance, in fall 2022 and spring 2023, we targeted online students in the School of Business because they were not attending the career fair in proportion to the opportunities offered to them at the career fair. With increased outreach, attendance numbers gradually increased both semesters. We have also surveyed employers and students after career fairs. While we need to do more with this data to make improvements, we have used the employer surveys to identify gaps with student preparedness. For instance, we added Professional Checkpoint Day at the School of Aviation to address comments we received from employers about students not bringing resumes to the career fair. For the All Industry Career Fair, staff observation and employer comments on assessments also were used to create an professional padfolio incentive to encourage students to wear business attire at the career fair. In Fall 2022, we implemented a process for tracking internships since the institution has not had a centralized process for this in the past. We also gathered information regarding student learning from these experiences. Moving forward, we want to use that information to market the value of internships to students. We can also use the information from the student reflection surveys when working with employers who are wanting to create internship programs for students. For the Student Leadership Programs, we have used assessment to track student participation and student completion as well as student learning in the programs. Since the program started in 2019, we have consistently seen student participation decline in the spring. To address this issue, we are doing all sessions in the fall and limiting the spring to four activities. In addition, student participation has been greater on the Macon campus so a new leadership event will be added in spring 2024 to provide Cochran students an opportunity to participate in a leadership activity if they are not interested in traveling to the conference. To assess learning from the students in the Student Leadership Programs, we have surveyed students at the end of the program to share what they have learned but have not had a good way to assess their learning throughout the program in a more specific way. For this academic year, the leadership student completed a pre-learning assessment at their kick-off events and will complete a post learning assessment at the end of the fall. We have front-loaded leadership sessions so that we can assess learning of all participants, not just those who complete the program. We would like to have more time to use assessment results to implement more improvements and will look at ways to do that more often as a team in the future.

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.

1. As a result of participating in the fall leadership sessions, 75% of students in Knights LEAD will report an increased understanding of leadership in relationship to the the NACE Career Competencies. 2. As a result of participating in the fall leadership sessions, 75% of Emerging Leaders will report an increased understanding of leadership as a values-based process aimed at facilitating a collaborative effort. 3. As a result of meeting with a career advisor in an individual appointment, 80% of students will report that they increased their knowledge in career planning topics covered in the appointment (same). 4. As a result of completing internships, 80% of students who complete the Post Experiences survey will say they feel better prepared for the workforce.

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?

By assessing the work we do with and for students, we are able to identify best practices that we should continue as well as necessary changes we must make in order to provide quality programs and services to 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).

EL Completion Tracker.docx
94.4KB
application/vnd.openxmlformats-officedocument.wordprocessingml.document