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

Office of Diversity, Equity, & Inclusion/Office of Title IX

Q1. Submitters Email

jenia.bacote@mga.edu

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

Division of 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?

[1000   ]

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 be able to demonstrate their voluntary support of a campus environment that welcomes and embraces diverse perspectives and expressions.

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.)

Students signed an inclusion pledge as a voluntary commitment to embrace and respect others with diverse perspectives. Students pledged to respect expressive dialogue and offerings of distinct talent, thought, and inquiry from individuals from various backgrounds. Through the pledge, students embraced the importance of listening to others, respecting differences among identities, recognizing shared experiences, and treating every person with dignity and respect. The purpose of the pledge is to encourage a campus environment where everyone feels safe, valued, and part of a global community.

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....)

> At least 100 students across the five campuses will commit to the inclusion pledge

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

> The target goal of at least 100 students provides that a sample of students from a variety of perspectives, cultures, and identities are represented within the target number.

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)

> 100

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?

> We did not make any changes to the Inclusion Pledge because the pledge is inclusive of the campus community and a voluntary commitment that is available to all MGA students. Moving forward, we will evaluate whether there are additional times of the academic year that the pledge can be offered, how to encourage more students to consider taking the pledge, and whether the unit can enhance the purpose of the pledge by creating additional co-curricular opportunities surrounding this initiative that also supports the USG and BOR policy on freedom of expression.

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 be able to discuss strategies on how to use a growth mindset to contribute to a campus environment that welcomes people of different perspectives, cultures, and identities during a growth mindset workshop.

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.)

> Students attended a virtual growth mindset workshop presentation that included a discussion on how a growth mindset supports a diverse environment. Included in the workshop were the following topics: 1. the relationship between a growth mindset and creating a diverse environment; 2. how a growth mindset assists in recognizing attitudes and behaviors; 3. opportunities to grow and learn how a growth mindset helps to create a sense of belonging; 4. strategies for using a growth mindset to create a welcoming environment.

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....)

> At least 100 students will gain at least four (4) practical strategies on how to implement a growth mindset that creates a welcoming environment.

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

> The target number of at least 100 students gaining at least four (4) practical strategies makes implementation of the strategies simple as well as easy to remember and to complete by the students

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)

> 90

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?

> Moving forward with this type of workshop, we will supplement discussion by incorporating a short quiz or essay to present students with hypothetical fact contexts to practice implementing the strategies gained through the workshop. The feedback from this type of measurement instrument revision can provide both examples of impact and gaps in the information presented and the expected student learning outcomes.

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 engage in diversity and Title IX programs and workshops to gain awareness about other perspectives, cultures, and identities.

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.)

> A variety of programs for students were hosted that reflected different perspectives, cultures, and identities for example, Spanish Heritage, Disabilities, Racial Trauma, Black History, Women's History, and Celebrate Diversity, Wellness Fair, Health Clinic Fair, Love Yourself Resource Campaign.

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....)

> At least 500 students will attend to engage in programs and workshops to gain awareness about other perspectives, cultures, and identities.

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

> The target number of at least 500 students reflects a broad and robust student engagement with multiple programs across five campuses.

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)

> 100

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?

> Moving forward, the unit has already set plans to expand student engagement and co-curricular learning about different perspectives, cultures, and identities as sponsored by the unit and in collaboration with other units across the campus community.

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......)

> Through the Clothesline Project, students will be able to use artistic expression to elevate community awareness regarding survivors who have been affected by assault and abuse.

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.)

> Students participated in the Clothesline Project co-hosted by Title IX and a community agency that advocates and supports victims of sexual violence by providing t-shirts for students to design art in support of awareness. The Clothesline Project is a national program that focuses on bringing awareness to violence against women. However, all students were welcome to participate in this project.

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....)

> At least 20 students will participate in the Clothesline Project.

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

> The target goal of 20 students was based on the ability to encourage students to stop by and inquire about the project. The goal was to have at least 20 students participate in the project that was set up outside on campus in an area close to student walking traffic.

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

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?

Moving forward with this type of project, we will go beyond participation and incorporate a brief survey for students who observed the project in order to gain feedback on the impact of the Clothesline Project on community awareness.

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
- [x] 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
- [x] 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
- [x] 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

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.

Assessment results are used in the unit to evaluate how to continuously improve student engagement with the unit. For example if assessment results indicate that the unit did not meet a particular goal, then the unit evaluates what methods were used in the past and present that were successful or not. As a result of what is determined to have worked or not worked in the past, then moving forward, the unit can evaluate whether the same or different methods need to be implemented in the future. The ultimate goal of each assessment in the unit is to drive student engagement and campus presence. The unit is continuously collaborating with other units to develop the best practices to drive student engagement and learning.

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.

SLO 1: Students employed as Housing & Residence Life staff will be able to demonstrate that they can recall at least one Campus Culture of Professionalism/Title IX related concept, idea, or definition after attending annual training to enhance their positions as professional and Title IX- informed employees. SLO 2: Students who attend the Hispanic American Heritage, Global Diversity, or Women's History events in support of building a shared campus culture and community will be able to demonstrate that they can recall an educational concept specific to the event that they attend. SLO 3: Students who complete the new Vector Solutions Sexual Assault Prevention for Undergraduates course will be able to demonstrate that they understand the definition of "consent" and the importance of obtaining "consent" before engaging in sexual activity with another person under the Title IX/Sexual Misconduct policy. SLO 4: Students who complete the new Vector Solutions Sexual Assault Prevention for Undergraduates course will be able to demonstrate that the impact of the course results in greater understanding of Middle Georgia State University's policies on Title IX/Sexual Misconduct issues.

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 encourage units to evaluate the methods used to fulfill their goals. As a result, units can develop best practices of methods to use to drive excellence in education and student services supported by evidence-based decisions.

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