



**Middle Georgia
State University**

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 Faculty Affairs Manager to secure a custom link to edit and resubmit.

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

Mathematics Academic Resource Center (MARC)

Q1. Submitters Email

joshua.harrelson@mga.edu

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

School of Computing

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 2023

Fall 2023

Spring 2024

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?

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.....)

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.)

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....)

Our goal is that 40% of all students utilizing the MARC will use it more than once during the same semester.

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

This is the percentage that was set under the previous MARC coordinator.

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)

Approximately 49% of all students utilizing the MARC used it more than once during the same semester.

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?

While we are happy with these numbers, the MARC now requires a formal training module for our tutors which will hopefully result in greater percentages of the above goal.

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 access tutoring for a breadth of freshman and sophomore level math courses that are offered each semester.

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.)

Staff information can be found in WConline which includes the courses they can tutor.

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....)

Our goal is that students will be able to book tutoring for at least 90% of all freshman and sophomore math courses offered.

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

The primary function of the MARC is to provide tutoring for freshman and sophomore level math courses. While we strive to provide students with tutoring for 100% of these courses, our goal is 90% to account for logistical complications such as our constantly rotating staff of student tutors.

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)

We are proud to say that not only was 100% of the freshman and sophomore math courses offered for tutoring, but 100% of these courses were actually tutored as well.

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?

We cannot improve upon 100%, but recent changes to the math course offerings will require us to remain vigilant in this goal.

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 be able to access tutoring for a breadth of hours during the week.

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 schedule is set for each MARC location during each semester.

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....)

Our goal is that students will have access to tutoring for at least 37 hours each week.

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

Each MARC location employs a full time assistant coordinator that works 40 hours per week. About 4 of these hours are reserved for administrative purposes leaving 36 available for tutoring. By employing student tutors to help increase tutoring hours we strive for 37 weekly hours for students.

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)

I estimate that we achieved about 75% of our goal being that Macon had no assistant coordinator for most of Fall 2023 which reduced available hours.

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?

The MARC hired an assistant coordinator for the MARC late into Fall 2023. This resulted in students having access to 38 hours of weekly tutoring in Macon the following semester which is an improvement.

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.....)

Students will be encouraged by the MARC to engage in tutoring and classes.

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.)

The MARC sends out emails encouraging students to think about their class standing and book appointments.

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....)

Students should receive at least 4 emails from the MARC during each semester.

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

Most math courses have four exams. If a student receives an email before their exam date, they may be more likely to book tutoring and engage with their class.

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)

The MARC saw 100% of our goal reached during Spring 2024. We omit Fall 2023 as we did not implement this practice until Spring.

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?

Recent changes to the Early Alert System will require the MARC to alter how we identify at-risk students and when we contact them.

Q31A. Did you change or update any SLO's this past year? If so, please indicate which number(s) above have changed and provide a rationale for the change.

Yes, all SLO's were either changed or updated. I began my management of the MARC as its new Coordinator in Summer 2023. The previous Coordinator had a different model and metrics by which to track success.

Q32. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/strategic-plan/docs/Strategic_Plan_2023-2028.pdf) by checking all associated and relevant Strategies from the list below. (Check all the apply)

- Champion Student Success 1. Demonstrate standards of excellence in all academic programs
- Champion Student Success 2. Grow student engagement at all degree levels
- Champion Student Success 3. Expand enrollment and graduation
- Lead Innovation and Economic Opportunity 4. Ensure high-demand programs for workforce and career alignment
- Lead Innovation and Economic Opportunity 5. Use Center for Middle Georgia Studies to drive University outreach
- Lead Innovation and Economic Opportunity 6. Coordinate faculty scholarship and grant awards to build University reputation
- Build Culture and Identity 7. Plan, resource, and promote campus roles and identities
- Build Culture and Identity 8. Pursue great-place/college -to-work designation
- Build Culture and Identity 9. Promote culture of wellness throughout the MGA community
- Build Culture and Identity 10. Compete and win at the NCAA Division II level
- Sustain Fiscal Resilience and Brand Value 11. Apply data-driven accountability to all operations
- Sustain Fiscal Resilience and Brand Value 12. Maintain access, affordability and value for all students

- Sustain Fiscal Resilience and Brand Value 13. Grow and diversity streams of revenue

Q33. Please indicate which of the following actions you took as a result of the 2022/2023 Assessment Cycle **(prior 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 which of the following actions you will take as a result of the 2023/2024 Assessment Cycle **(current cycle)** (Note: These actions must be 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

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

The MARC has recently developed its outcomes and objectives so we wish to monitor them closely. Our utilization of the currently reported results represent a step toward new vision for our center. We want to watch our new SLO's closely and make improvements where needed. We hope to increase repeat students by implementing tutor training. We want to maintain our intentionality in offering students tutoring for most math courses through our assistant coordinators and student workers. We hope the increase in administrative hours will bolster the work of our assistant coordinators without affecting their actual weekly tutoring hours. Lastly, the new goal of engaging students through email has shown promising results that we wish to continue to pursue.

Q36. 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.

The assessment results are used for improvement by first raising awareness through administrative meetings, then by practical implementation in the centers themselves. The open communication of our assistant coordinators and coordinator allow us to reflect on what has and has not worked in the past, monitor the present status of each objective, and make improvements where appropriate.

Q37. Please identify and detail three to four SLO's for the next fiscal year. If all SLO's remain the same, indicate so below.

We plan to use the same SLOs next year.

Q38. How do academic and student support assessments contribute to a culture of continuous improvement and a commitment to excellence in education and student services?

They offer services a chance to pause and reflect on processes which fosters intentionality and change.

Q39. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).