Center for Career & Leadership Development

Academic and Student Support Assessment

Semester reporting: Spring Semester 2022

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Type of support services offered: Student Support

For which campus are thease asessments being submitted? Macon

Approximately how many students were served in this center/area this year? 1237

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. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900)	survey after the Leadership & Service Day project
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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)	This number seemed fair and reasonable since the previous year's result was 50%
11. 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%
12. SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	This year, we made a change to the Knights LEAD program so that students would apply what they have learned through one service project rather than another set of 8 sessions. With student participation declining and without a coordinator, this strategy worked well to engage students and students requested that we continue offering this opportunity. Students were required to put their knowledge of the NACE competencies into action during service projects and then we assessed their knowledge with a survey at the end of the service day.

SLO 2

13. 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......)	As a result of participating in Emerging Leaders, students will practice the knowledge from leadership trainings in their campus and community involvements.
14. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900)	Leadership tracker was distributed in fall; Survey to collect data was created but not sent; 10 of the 16 Emerging Leaders students did complete a survey after Leadership & Service Day assessing their leadership knowledge and application of it during the service project
15. 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...).	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
16. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)	We increased the number of activities they could count and 6 seemed reasonable
17. 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)	0
18. SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	We did not collect the data on the SLO as it was originally written due to staffing issues for the Student Leadership Coordinator position. However, 10 out of the 16 Emerging Leaders students who participated in Leadership & Service Day did complete a survey after their service project and provided insight on how they used aspects of the NACE Competencies and the Social Change Model in the project. 100% of those completing the survey said that they used and experienced aspects of the NACE competencies and Social Change Model during the service project with Habitat. For AY2022, we have to create an electronic way for them to manage their campus and community involvement. The new Coordinator for Student Leadership Programs is examining ways to do this through Presence and will work with students to do this starting early in the fall semester.

SLO 3

19. 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 that practicing their elevator pitch at a career fair increased their confidence about networking
20. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900)	Career Fair evaluation of participants given at Spring 2022 All Industry Job & Internship Fair
21. 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 that practicing their elevator pitch at a career fair increased their confidence about networking
22. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)	80% seemed reasonable
23. 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)	86%
24. SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	We recently discussed the main student learning outcomes for career development and will be using those to develop SLOs that are directly tied to a specific workshop

SLO 4

25. 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.
26. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900)	survey after appointment
27. 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 who complete the survey will say that using career development services helped them achieve this outcome
28. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)	80% seems reasonable
29. 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%
30. SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)	We still need to perfect how we send and administer surveys after workshops and appointments. A weekly survey sent to students who use services or something they are asked to complete before they leave the appointment would generate more data; I also suspect a disconnect between how students think they are showing their skills verses how well they actually show their skills on a resume, both before and after an appointment. We recently discussed the main student learning outcomes for career development and will be using those to develop SLOs that are directly tied to a specific workshop.

Open Box for Assessment Comments

34. In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).	For the Student Learning Outcome assessments, we need to update the SLOs for the department and tie the assessment to one activity rather than an entire year of activities. If we can update the SLOs now based on the programs we have slated for fall, we can create simple assessments that can be used immediately after a program. In addition, if a simple survey is created just for those completing career development appointments, a student assistant with strong technical skills could send it out on a weekly basis.
35. Optional Open Text Box for Assessment Comments:	This assessment is for campus wide services - this was not an option in the required question where I had to put Macon. Also, are we able to update the SLOs? In the other assessment report, we can set new goals but for this one, it seems like we have to do the same ones each year.
36. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to assessment@mga.edu when you submit this form with your Department name and program in the subject line.)	Student participation was still impacted by Covid-19. In fall, students were not on campus as much as expected. With the increase in the number of faculty being able to teach online (even if the program isn't online) or departments making decisions to go more online to attract students, our efforts are not reflected in the number of student participations. Students for leadership programs, in particular, were in and out as far as participation went, making it difficult to track student learning outcomes over time. Even with virtual programs, which we continue to offer, student participation is small. The ability to attract and retain qualified and experienced staff has continued to be a challenge since Fall 2020.

MGA's Strategic Plan

31. 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.	Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience, Own Student Success 4. Expand student engagement and experiential learning
32. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions	Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the

are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)	Campus Community, Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc. Operational Processes, Request for Additional Financial or Human Resources

Other

33. 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