



**Middle Georgia
State University**

Title.

Middle Georgia State University Administrative Assessment

Instructions. This form is used to collect administrative assessments for each budgeted unit at Middle Georgia State University (academic and nonacademic units). Departments should include a brief mission statement (describing what they do and who they serve), goals the department or unit is working to accomplish (in a 5 year time frame. Your goals and objectives should be reported out individuals, linked to the plan imperatives and strategies, align with the measurable objectives from the previous year , and defined and measurable objectives for the upcoming year. This form should be completed by each budgeted unit no later than the end of July. NOTE: All fields are required, please place NA or O in response field ONLY if the numbered objective 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_Administrative_Score_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.

Q1. Submitters Email

brock.giddens@mga.edu

Q2. Who is the person responsible for this report?

Brock Giddens

Q3. For which year are you completing this report?

- FY 23 (July 2022-June 2023)
- FY 24 (July 2023-June 2024)
- FY 25 (July 2024-June 2025)

Q4. To which division of the University is your unit assigned?

- Office of the President

- Advancement
- Academic Affairs
- Fiscal Affairs
- Enrollment Management
- Student Affairs

Q5. For which department or area are you reporting? (Ex. Financial Aid, Library, OTR, Athletics, etc)

The Student Success Center

Q6. The mission and goals of the department should be consistent over a 5 year period, although some institutional changes may necessitate and prompt a change in mission or goals for specific departments. In this section, report the mission statement for your department.

The mission of the Student Success Center is to positively impact retention and progression by providing academic assistance and support to students and faculty at Middle Georgia State University.

Q7. What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.

• The Student Success Center will work over the next 5 years to increase its visibility and usage across all 5 campuses. Engagement with the center has slightly decreased over the past several years. The center will be focused on obtaining and retaining tutors in specialized areas. The focus will shift to marketing the SSC and branding the center in innovative ways. The center will utilize the newly obtained Academic Success Coaches, to aid in its mission to support the students of MGA. This focus will be directed at special populations that are underperforming within the institution. The success coaches will utilize success plans when engaging with populations such as early alerts, students on academic probation and students that are at risk of being suspended. The center will also collaborate with the newly formed Mentor Program. This collaboration will provide academic, personal, and professional help to students while also providing emotional support when needed.

0. Each year, every department should identify objectives the department hopes to accomplish in the next year. These should align with departmental goals and the MGA strategic plan. In the next section you will be reporting on the objectives you set and whether or not you achieved them in FY23. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY24.

8. Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.

Students will gain independence and knowledge in course material and study skills competence by attending in-person and online tutoring at MGA's Student Success Centers (SSC) and by increased participation in scheduling appointments on WC Online.

9. Objective 1: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)

The instrument used to measure this objective is WC Online, which is the SSC's appointment scheduler, record-keeper and reporting tool to track data crucial to the success of the center.

10. Objective 1: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)

The target outcome was set at a minimum of 20% increased participation.

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

The SSC has experienced various yearly percent changes over the past 5 fiscal years (-3.56%, -36.4% [Covid], -6.84%, 59.1% [FY22], and -28.2% [current FY23]). Looking closely at sessions versus the number of tutors revealed a significant (<0.05 p value) relationship. Based on tutor contact hours (all sessions minus group sessions), the p value is 0.024. The years with the most significant decrease or increase in sessions were correlated with a decrease or increase in the number of tutors (28.5 to 22 average Fall/Spring numbers in FY20 and 26 to 29 in FY22). The SSC had an average of 25 tutors in the current period and did not meet the 20% target outcome. We suggest a new metric of 7%. A 20% increase in sessions over a 4 year span would equate to 52 tutors which would be unfeasible given pay and physical space limitations.

12. Objective 1: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)

-28.2%

13. Objective 1: Did your department meet this objective?

- The department did not meet this objective.
- The department met this objective.
- The department exceeded this objective.

14. Objective 1: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?

Calculating pre-Covid 2018, the SSC has experienced a -6.9% per year drop in sessions and a -4.1% yearly drop in the number of tutors. To reverse this trend, we aim at an average of 27 tutors per semester and 2200 sessions (7% increase). FY22 (our best recent year) also had the most ever Signal Vine campaigns (9) compared to the current period (5) as Signal Vine's contract was not renewed during the period. We will use Campus Logic and Sales Force in FY24. Thus, tutoring sessions drivers are likely based on number of tutors, quality of tutors, advertising campaigns (p value 0.13, so not significant, but a possible correlation), and faculty referrals. Efficiency can be improved (encouraging more group sessions or even adopting a queue-based appointment style system), but limitations exist here as well (tutors often are not able to work the full 19 hours due to their own course load).

15. Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.

The overall satisfaction of students that use the services of the SSC will be captured and measured by completing the voluntary tutor evaluation survey.

16. Objective 2: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)

Voluntary Tutor Evaluation Survey

17. Objective 2: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)

As close to 5.0 as possible, as 5.0 is the highest rating.

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

The SSC will continue to seek the highest overall satisfaction percentage possible. The survey is completely voluntary but vital to the measure of the department's overall performance and success. The SSC strives to attain a 4.5 and higher. The SSC increased the satisfaction from 4.57 to 4.69 during FY23 (but under the FY21 average of 4.86). The center achieved its goal of being over 4.5.

19. Objective 2: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)

20. Objective 2: Did your department meet this objective?

- The department did not meet this objective.
- The department met this objective.
- The department exceeded this objective.

21. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?

The center adopted new survey questions (keeping one question about the tutor showing respect), one from Institutional Research (about overall MGA satisfaction/recommendations), and 5 from Daniel Sanford's book "Learning Center Administration" (with permission). This survey is now being used as of FY24. Improvement plans include a new Kiosk computer at the Macon SSC (already installed), which tutors can now walk students over to after tutoring sessions. The old questions (used consistently for 18 years) focused on the tutor ("The tutor treated me with respect", "The tutor focused on the subject", "The tutor was enthusiastic about the subject", "The tutor presented the material clearly", "The tutor helped my study skills", "I would recommend this tutor") and comments for the past several years ("What was most helpful in the session? Any suggestions for improvement or resources you may need?"). The new questions focus both on the student's learning ("Do you feel more confident...?" "... gave you the chance to explain your understanding of the material?") and the tutor ("Did you find your tutor helpful? Why or why not?"). The new questions in entirety are: 1. "Did you find your tutor helpful? Why or why not?" [free response required], 2. "Do you feel more confident in your ability to succeed in the assignment for which you were seeking support?" [Likert scale of 1-5, "Not at all" to "Very much"], 3. "During your visit, did the tutor treat you with respect?" [Likert scale of 1-5, "Not at all" to "Very much"], 4. "Did the tutor ask questions that gave you the chance to explain your understanding of the material?" [Likert scale of 1-5, "Not at all" to "Very much"], 5. "Do you feel your visit helped you build new study strategies that you expect to apply in your future courses?" [Likert scale of 1-5, "Not at all" to "Very much"], 6. "How likely are you to recommend MGA to a friend, coworker, or family member?" [Likert scale of 1-5, "Not at all" to "Very much"], and 7. "Is there anything more you'd like to tell us about your visit?" [free response not required]. The metric for survey percentages could be 15% (not 10% as several years ago in assessment plans). The SSC has met this 15% metric four out of the past six years. The SSC has a new survey, so staff and tutor will be more excited to advertise the survey this fall. FY24 should be higher than 11%.

22. Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.

Students will have access to tutoring in a variety of courses with a goal of 75 courses tutored per year and 70% of the tutoring requests met per academic year.

23. Objective 3: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)

Courses are tracked through WC Online. Tutoring requests met are taken by tutoring sessions divided by the following (website hits minus Writing Center appointments).

24. Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)

Students should have access to a minimum of 75 courses through the SSC and book a session 70% of the time.

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

Each FY, the SSC continues to hire new tutors due to students transferring and graduating. The new tutors being hired are sought to increase courses that are not previously offered by the SSC. The target is to increase course offerings each fiscal year to increase the SSC's performance outcomes.

26. Objective 3: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)

150 courses (goal exceeded); 35% requests met (goal not met).

27. Objective 3: Did your department meet this objective?

- The department did not meet this objective.
- The department met this objective.
- The department exceeded this objective.

28. Objective 3: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?

Our method of calculating percent of tutoring requests met was not consistent over the past several years, and we never actually reached 70%, our original goal. Advising appointments were incorrectly subtracted from FY22's measure, but we now realize that the students were accessing advising from a different MGA page (thus the SSC had an inflated 88% tutoring requests met). The Director and Coordinators suggest a new metric of 40%. Take tutoring sessions divided by (total SSC website hits minus Writing Center appointments). The SSC has reached this measure four out of the past six years. Students may be utilizing our website for information, so the 40% should not be viewed negatively. A possible factor for the current unmet goal (only 35%) was the retirement of the Warner Robins Academic Resource Specialist 5 months before the fiscal year ended. A new FY24 metric for courses tutored could be 115 (not 75). The SSC has reached this figure five out of the past six years. Since FY10, the SSC has been as low as 113 courses, but usually this figure is a lot higher. The SSC double checked assessment data from the past 5 cycles while preparing FY23 results. We found incorrect data (specifically in how tutoring requests met was calculated in FY22 at 88% when it should have been 42.6%). A new metric for FY24 at 40% is proposed (met 4 out of the past 6 years). The formula includes total SSC page hits, but students check the website for information, and tutors "hit" the page to check on their schedules, so therefore not all hits equate to a tutoring request, so we believe that 40% is an appropriate metric (not 70% as originally proposed but never met). Supplemental Instruction (data from 4 Spring 2023 courses) showed positive results. A non-parametric test showed a "B" median for those who attended and a "C" median for those who did not attend SI group collaborative sessions. A parametric test showed a mean grade of 3.00 for those who attended and 2.14 for those who did not attend. The 2054 SSC peer tutoring sessions does not include the 136 SI sessions. There were 484 unique students and 2054 peer tutoring sessions without SI; there were 509 unique students and 2190 peer tutoring and SI sessions. 34 students attended SI (25 only SI; 9 both SI and peer tutoring). Including SI (136 sessions), the SI experienced a 23.4% drop compared to FY22 (not -28.2% considering only peer tutoring). Some SI students would have sought out peer tutoring if SI were not available. There was also a significance ($p = 0.011565$) between the number of online advising sessions through WC Online and total MGA enrollment over the past six years. $y = 0.254x + 7046.44$. This equation is fairly accurate at predicting the peak enrollment of 8404 in FY21.

29. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.

N/A

30. Objective 4: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)

N/A

31. Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)

N/A

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

N/A

33. Objective 4: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)

N/A

34. Objective 4: Did your department meet this objective?

- The department did not meet this objective.
- The department met this objective.
- The department exceeded this objective.

35. Objective 4: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?

N/A

36. 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

37. 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 Assistanceion 3
- 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

38. 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.

N/A

39. 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)

N/A

40. Please identify and detail three to four measurable objectives for the next fiscal year. In listing the objectives, please use the format shown in these examples.1) The Department of X will improve services levels by 5% as measured by our satisfaction survey. 2) The department of X will provide training in ABC for at least 73 MGA faculty and staff.

The SSC will continue to implement the same measurable objectives as discussed throughout this assessment. All measurable objectives will be reviewed and modified in preparation for improved services and student outcomes.

41. Optional Mindset Update (Academic Deans ONLY) Please provide an update on the implementation of your school based mindset plan/strategy. Include any adjustments to metrics for the FY23 as well as outcomes associated with your appraisal of your schools activities.

N/A

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