

Student Health Services, Cochran

Academic and Student Support Assessment

Semester reporting: Spring Semester 2022

Prepared on: 7/12/2022 2:48:50 PM

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Type of support services offered: Student Support

For which campus are these assessments being submitted? Cochran

Approximately how many students were served in this center/area this year? 936

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.....)	Following interactions with Student Health Services, 80% of students will demonstrate the ability to access valid health information resources both on and off campus.
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)	Verbal feedback.
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%
10. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)	This goal became proportionately more important with limited clinic availability during Covid-19 surges due to testing and related responsibilities. Efforts to increase local health resource awareness, both on and off campus, included regular social media updates, utilization of MGA internal communications, email blasts, and community partnered events across campuses, often collaborating with residential life and student life coordinators to increase student participation.
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)	50%
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.	SHS will work to determine a valid way to measure student awareness by inviting feedback, likely incorporated in to follow up calls and surveys 2-3 weeks after clinic visit. We also plan to include iLead student peer educators in our health fairs across all five campuses to poll attendees of health resource awareness, promote MGA clinic availability, and distribute health resource lists.

Major changes to curriculum must go through the Academic Affairs process.)	
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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.....)	Following interactions with Student Health Services, 80% of students will identify at least two examples of how practicing healthy behaviors can influence their well-being and the health of those around them by the end of each clinic visit.
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)	Verbal feedback during each patient encounter.
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...).	80%
16. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)	Students consistently demonstrate the ability to verbalize healthy behaviors and prevention measures during the clinic visit, with the ability to recall and actively implement learned health measures.
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)	75%
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.)	Students consistently demonstrated the ability to verbalize healthy behaviors and prevention measures during the clinic visit, but long term adherence and health literacy will be further investigated with extended follow up calls and patient surveys 2-3 weeks after the clinic visit. This data will help determine supporting education/outreach to decrease recurring preventable health issues.

SLO 3

<p>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.....)</p>	<p>80% of students utilizing Student Health Services will indicate at least two benefits of scheduling MGA Health Clinic appointments in advance.</p>
<p>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)</p>	<p>During each patient encounter, the nurse practitioner will discuss the importance of scheduling appointments and will note the student's responses.</p>
<p>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...).</p>	<p>80%</p>
<p>22. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>SHS staff continued to provide regular updates on clinic policies and scheduling via MGA communications and social media platforms, educated students on appointment scheduling, and posted signage on clinic doors.</p>
<p>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)</p>	<p>60%</p>
<p>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.)</p>	<p>The ability to seek, schedule, and obtain health care is an important life skill and wellbeing priority. Due to the importance of this focus and previous limitations on clinic availability due to Covid-19 responsibilities, this goal will be revisited.</p>

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.....)	N/A
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)	N/A
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...).	N/A
28. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)	N/A
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)	0
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.)	N/A

Open Box for Assessment Comments

<p>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).</p>	<p>Verbal feedback, clinical data/visit trends, and patient surveys.</p>
<p>35. Optional Open Text Box for Assessment Comments:</p>	<p>2022-2023 SLO: 1. Following interactions with Student Health Services, 80% of students will demonstrate the ability to access valid health information resources both on and off campus. 2. Following interactions with Student Health Services, 80% of students will identify at least two examples of how practicing healthy behaviors can influence their well-being and the health of those around them by the end of each clinic visit. 3. 80% of students utilizing Student Health Services will indicate at least two benefits of scheduling MGA Health Clinic appointments in advance.</p>
<p>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.)</p>	<p>Our SLO goals will be revisited as our student health services focus returns to in-person health outreach on campus, an increased capacity for non-Covid health services, additional staffing, and increased data collection for future planning.</p>

MGA's Strategic Plan

<p>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.</p>	<p>Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience, Own Student Success 4. Expand student engagement and experiential learning, Build Shared Culture 7. Cultivate engagement with its local communities</p>
<p>32. 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)</p>	<p>Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc. Operational Processes, Request for Additional Financial or Human Resources, Customer Service Changes: Communication, Services, etc., Making</p>

	Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
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Other

<p>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.)</p>	<p>N/A</p>
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