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

Academic Advising

Q1. Submitters Email

sandy.littleherring@mga.edu

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

Academic 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 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?

[5500   ]

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 report an understanding of how to access the Academic Calendar and University Catalog, their degree requirements.   ]

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.)

[MGA Advising Assessment Survey   ]

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....)

Average Score received on survey will be 4.0 or higher on questions specific to use of catalog and academic calendar and the student's understanding of their degree requirements. 80% of students will select 4 or 5 on 5-point scale.

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

Past performance data

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)

73% of the 71 freshman and sophomore students responding to these questions selected 4 or 5 on the 5-point scale. Junior and senior respondents were not asked these specific questions.

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?

Assessment tool will be reviewed for effectiveness and adjusted as needed to provide most accurate assessment of advising practices at MGA and to increase participation. We will also review how students are introduced to and taught how to use these tools.

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 report an understanding of the value of advising in order to meet their educational and career goals.

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.)

MGA Advising Assessment Survey. Questions: I recognize the value of developing a relationship with faculty and/or professionals within areas of interest to continue building a network that support my goals.

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....)

80% of respondents will select 4 or on the 5-point scale for these questions.

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

Past performance data

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)

Of the 62 respondents to this question, 93.5% selected 4 or 5 on the 5-point scale.

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?

Assessment tool will be reviewed for effectiveness and adjusted as needed to provide most accurate assessment of advising practices at MGA and to increase participation.

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 report they know how to use the student portal SWORDS to access information and register for classes each semester.

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.)

MGA Advising Assessment Survey

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....)

80% of students completing advising survey will select 4 or higher on questions related to SWORDS.

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

Past performance data

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)

78% of the 55 students answering the question regarding their knowledge of SWORDS selected 4 or higher.

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?

Assessment tool will be reviewed for effectiveness and adjusted as needed to provide most accurate assessment of advising practices at MGA and to increase participation. We will also review how students are introduced to and taught how to use these tools.

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......)

n/a

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.)

n/a

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....)

n/a

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

n/a

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)

n/a

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?

n/a

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.

no

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.

Past In the past, academic advising assessments were pretty informal and mainly consisted of satisfaction surveys and looking at retention rates. It was more about reacting to issues rather than being proactive and using data to make decisions. Presently Today, we use a more comprehensive approach to assessing academic advising, including various strategies: - Assessment Tools: We've got structured surveys to gauge advising satisfaction, advisor self-evaluations, and data on how students are benefiting from advising. - Data: Data analytics is being used to dig deep into advising data, looking at things like GPA trends, retention rates, and graduation rates. - Advising Program Review: We're regularly checking out what other schools are doing with their advising programs to see where we can improve our own practices. (RACAD, NACADA) Looking Ahead: - We'll use advanced data analytics to predict what kind of support students might need and get ahead of the game. - We're going to bring in more technology to make advising more efficient and interactive. (Salesforce) - Our goal is to get students more engaged in the advising process by personalizing their experiences. All this data and assessment is also helping us make some big decisions: - We're using the results to create better training programs for advisors. - Advising policies and procedures are being updated based on what the data tells us. - And we're making sure that advising services are really focused on what students need, whether that means adjusting advisor caseloads, expanding advising hours, or using technology to be more accessible. By keeping up with the data and continually assessing our advising practices, we're making sure that we're always evolving to better support our students' changing needs.

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.

see above

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.

Currently same; however, with review of assessment tool, they may change.

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?

These assessments help us identify areas for enhancement, make data-driven decisions, and ultimately improve the overall learning experience for students.

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