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

Student Success Center

Q1. Submitters Email

brock.giddens@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?

613 unique students, which totaled 2379 tutoring sessions (587 Supplemental Instruction, 1792 Peer Tutoring)

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 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.

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.)

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.

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....)

The target outcome was set at a minimum of 7% increased participation for the year. The SSC achieved an 8.63% increase for the year.

Q10. SLO 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 6 fiscal years (-3.56% [FY19], -36.4% [FY 20 Covid], -6.84% [FY21], 59.1% [FY22], -28.2% [FY23], and 8.63% [FY24]. Looking closely at sessions versus the number of tutors revealed a significant (<0.05 p value) relationship for FY18 -FY23, and a close non-significant (p= 0.0646) result for FY18-FY24. FY24 had an average of 18 tutors (15 peer and 3 professional) on WC Online. In FY24, we did not meet the goal of having 27 tutors. In the six-year span FY18-FY23, 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 FY23 period and did not meet the 20% target outcome that was established during the previous cycles. A new metric of 7% was recommended at the end of FY 22-23. 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. The recommendation of 7% increased participation would be more reasonable based on average tutor resources for the next fiscal year (FY 24). The SSC did meet this goal with an 8.63% increase in combined peer tutoring and Supplemental Instruction (SI) sessions.

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)

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 FY18 to FY23. At the end of FY23, we proposed an average of 27 tutors per semester and 2200 sessions (7% increase) to reverse this trend. In FY24, we did reverse this trend as we had an 8.63% increase in peer tutoring and SI sessions (2379). In FY24 we had an average of 15 peer tutors, 3 professional tutors, and 2 unique Supplemental Instruction (SI) Leaders each semester (total 20 individuals available to assist students), so we did not have as many tutors as we had hoped for in FY24. 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. For much of the remaining fiscal year, we relied on phone and email outreach campaigns from our tutors and academic success coaches. The plan was to use Sales Force in FY24 and FY25, but Sales Force texting was not available in FY24. Thus, tutoring sessions drivers are likely based on number of tutors, quality of tutors, advertising, and faculty referrals.

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?

Efficiency can be improved (encouraging more Supplemental Instruction sessions or Embedded Tutoring sessions), but limitations exist here as well (tutors often are not able to work the full 19 hours due to their own course load). There will also be a significant outreach to our learning support population this fall 24 in both Math and English courses. This outreach should significantly increase sessions.

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......)

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

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.)

Voluntary Tutor Evaluation Survey

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....)

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

Q17. SLO 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 satisfaction from 4.69 (FY23) to 4.72 during FY24. The center achieved its goal of being over 4.5.

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)

4.72 out of a possible 5.0 based on 10.40% average completion rate of survey.

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?

The metric for survey percentages have shown completion rates above 15% for four out of the past seven years. The past two years have shown a significant decrease in survey completion (engagement from students) at rates of 11% for FY23 and 10.40% for FY24. The SSC will continue to advertise the survey this fall. FY25 results should be higher than 10%. Improvement for this outcome will include tutors to walk students to a designated computer within the SSC to complete the survey "on the spot". The SSC completed its first 12 months for assessment of its new survey questions (one question about the tutor showing respect, adapted from the old survey), one from Institutional Research (about overall MGA satisfaction/recommendations), and 5 from Daniel Sanford's book "Learning Center Administration" (with permission). The old survey focuses 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 "What was most helpful in the session? Any suggestions for improvement or resources you may need?"). The new questions, adopted July 2023, 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].

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 have access to tutoring in a variety of courses with a goal of 75 courses tutored per year and a new metric of 35% of the tutoring requests met per academic year.

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.)

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

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....)

Students will have access to tutoring in a variety of courses with a goal of 75 courses tutored per year and a new metric of 35% of the tutoring requests met per academic year based on data from WCOnline.

Q23. SLO 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.

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)

126 courses; 33% requests met

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 SSC suggested a new metric of 35% tutoring sessions to be met, during the last FY. Originally, the goal was 40% and the equation was to be calculated by taking tutoring sessions divided by (total SSC website hits minus Writing Center appointments). Students may be utilizing our website for information, so 35% should not be viewed negatively. The SSC has reached this measure four out of the past five years. A notable point found during FY24 is that while total website hits increased from FY23 (6787) to FY24 (10,737), the actual number of unique users to the site dropped nearly 50%, FY 23 (5722) and FY24 (2466). One possible cause could be that new Google analytics may have caused some variation in data numbers, causing bots to load the pages (www.mga.edue/ssc) more frequently and from additional links and that the MGA campus was possibly viewed as one IP Address. Due to this possibility, the SSC will create a new metric using "total views WC Online" instead of "total view of mga.edu/ssc". By using this formula (Total WC Online Tutoring Sessions/Total views WCOnline - Writing Center Appt.), then SSC achieved 33% tutoring requests met. The SSC will also broaden the courses offered metric to reach 115 unique courses each academic year instead of a goal of 75.

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......)

The role of an Academic Success Coach is new to MGA. The institution has acquired a total of 5 academic success coaches during the previous year and half. In this role, student satisfaction will be measured to improve the effectiveness of this new role within the SSC.

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 SSC will utilize a Student Satisfaction Survey to measure the overall satisfaction between the students and their success coaches. The instrument will consist of 8 questions. The survey will identify the purpose of the student visit and measure coaching professionalism as well as overall student satisfaction with their success coach experience.

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....)

> The target performance level would be that each success coach receives at least a 7 out of 10 on the overall coaching experience during the first year of the survey.

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

> The data obtained from the student satisfaction survey will be used to assess the coach's overall effectiveness and satisfaction value from our students. The feedback provided will be used by SSC administration to evaluate the quality of our coach's performance and their effectiveness within their role to our students.

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)

> This learning outcome will be a new metric for the SSC.

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?

> This learning outcome will be a new metric for the SSC. Improvement of this metric will be suggested once preliminary data is evaluated.

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 SLO's were changed during the past FY.

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, the Student Success Center (SSC) focused on traditional metrics like retention, graduation rates and D, W, F rates as indicators of student success. Present: Today, MGA uses a more comprehensive approach to assessment integrating various strategies to gather and analyze data on student success: 1. Student Success Metrics: The SSC continues to assess student success through multiple lenses, including retention rates, annual D, W, F course rates, graduation rates, and time-to-degree. 2. Formative Assessment Tools: The SSC utilizes formative assessment tools like student satisfaction surveys, academic success coaching satisfaction surveys, and residential student focus group surveys and academic coaching success plans to gather qualitative data on student experiences and needs. 3. Quantitative Data Analysis: MGA employs data analytics to identify trends and patterns in student performance. This includes tracking performance across different specialized academic programs (learning support and at-risk populations) and majors to pinpoint areas needing improvement. 4. Assessment of Support Services: Services such as tutoring (peer and embedded), workshops, supplemental instruction and academic coaching are assessed for their impact on student success. This helps in refining support strategies based on effectiveness. Utilization in Decision-Making 1. Date Driven Decision-Making: Assessment results serve as a foundation for data driven decision-making at MGA. For example, if data shows a particular cohort of students (at-risk) has lower retention rates, targeted interventions can be implemented to provide additional support. 2. Student Success Center Improvements: Assessment data informs program enhancements. The center adapts and adjusts services provided based on all data received and analyzed to ensure we are providing the most effective services to our students. 3. Resource Allocation: Resources are allocated based on assessment findings. For instance, if the data reveals high D, W, F rates, then additional resources or supplies can be identified and/or purchased to expand student support for those specific targeted courses. We reallocate funding, as needed, throughout the year. 4. Improving Student Services: Assessment results guide improvements in student success services. For instance, feedback from student surveys can reveal specific needs of students that identify key learning opportunities that student success centers can address and provide support. Future: Looking ahead, the SSC aims to further enhance its assessment practices and student success efforts: • Predictive Analytics: Implementing predictive analytics, such as Salesforce, to anticipate student needs and intervene proactively. • Personalized Support: Offering more personalized support through data-driven tutoring and academic success coaching. • Technology Integration: Leveraging technology, Salesforce, to streamline assessment processes and enhance student engagement. Implementing AI driven tools (tutoring) to enhance student success. The department will continue to commit to using assessment results for continuous improvement in student success efforts and will remain dedicated to fostering an environment where all students can succeed academically and personally. By analyzing data, making informed decisions, and implementing targeted interventions, the Student Success Center ensures that its programs and services evolve to meet the changing needs of students effectively.

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.

please see above for narrative.

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.

All of the departments SLO's will remain the same the next fiscal year. One of the outcomes is a new metric for the department.

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?

By analyzing assessment data, the SSC will be better informed about its decisions and how it should implement targeted academic interventions. The assessments will allow the Student Success Center to ensure that its programs and services evolve to meet the changing needs of students effectively. The assessment results will guide the department toward continuous improvements in student success efforts and help foster an environment where all students can succeed academically and personally.

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