



**Middle Georgia  
State University**

Title.

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](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 Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

*Details/Name.* Details/Name of Academic or Student Support Area/Office

Student Health Services, Cochran

Q1. Submitters Email

autumn.lucas@mga.edu

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

Student 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 2022

Fall 2022

Spring 2023

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?

.1172

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.....)

.Following interactions with SHS, 80% of students will demonstrate the ability to access valid health information resources both on and off campus.

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.)

.Post-visit surveys: collected anonymously via paper and locked box, findings reviewed/tallied by administrative assistant and medical assistant

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....)

.Target 80% of patients encountered - being able to utilize campus/community resources and indicate understanding.

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

.Comparison with past surveys, improvement of health outreach/education and provisions of resources during each patient encounter.

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)

70

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?

.Electronic resources in addition to paper/verbal, participation in campus events and expanded health outreach opportunities - mastery may be evidenced by repeat visits for same/similar conditions.

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.....)

.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

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.)

.Post-visit survey and verbal discussion with provider to determine understanding of health information provided.

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 all patients

Q17. 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.

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)

.75

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?

.Continue goal of providing extended follow up calls and patient surveys 2-3 weeks after the clinic visit for more data on longterm adherence and health literacy. We are hopeful to implement a more technologically advanced option with new electronic health platform.

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.....)

.80% of students utilizing Student Health Services will indicate at least two benefits of scheduling MGA Health Clinic appointments in advance.

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.)

.Verbal feedback and adherence to clinic scheduling model

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%

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

.SHS staff continued to provide up to date information for scheduling via SHS webpage and social media platforms. Education is provided during visits and phone assessment for importance of appointment scheduling in advance as well as signage on clinic doors and messaging during campus events.

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)

.80

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?

.Consistent appointment scheduling leads to fewer walk-in requests and decreased "rush times" in clinic help to shorten wait times, protect privacy, provide ample time for open discussion and health education for present illness/condition and general healthy lifestyle modifications.

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.....)

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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.)

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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....)

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

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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)

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?

Q32. 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](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

Q33. 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 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 (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

Q35. 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.

Data collection is imperative for staffing requests, funding, and provision of quality care with access to most current guidelines and point-of-care testing. Even when data supports departmental needs that are not financially feasible at present, we can maintain the data for continued advocacy with each opportunity to increase support of student health services. We are currently adapting two systems that will greatly assist in both meeting set goals and collecting data for informed decision making.

Q36. Please identify and detail three to four SLO's for the next fiscal year. If all SLO's remain the same, indicate so below.

1. Student Health Services will engage 25% of students to enroll in our new PyraMED electronic medical record system, allowing them easier access to health records and immunizations. 2. 75% of students following appointments with Student Health Services will identify two ways to prevent or minimize the reoccurrence of their diagnosis. 3. 85% of students will indicate awareness of the student health clinics on Macon and Cochran campuses and the services that are offered.

Q37. How do academic and student support assessments contribute to a culture of continuous improvement and a commitment to excellence in education and student services?

Data collection throughout the academic year highlights strengths and areas for improvement. Adaptation of new systems such as Presence and PyraMed will streamline this process and allow for more defined demographics and details within patient census, provision of care, and common conditions treated.

Q38. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).