

School of Arts & Letters, Academic Advising

Semester reporting: Spring Semester 2020

Academic and Student Support Assessment

Details about the Academic or Student Support Area

Prepared on:	4-8-2021
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Type of support services offered:	Academic Support
For which campus are these assessments being submitted? A separate assessment report is needed for each location a program is offered.	Macon & Online (served by same advisor team)
Approximately how many students were served in this center/area this year?	215

Data and Reporting of Student Learning

SLO 1

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.....)	Newly admitted students will be contacted by a professional advisor by end of the week in which they were admitted.
SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. survey, participation, exam, assignment with rubric, speech, demonstration of ability,)	Banner Data: Newly Admitted Students Report (wcs225b.csv) and advisor emails showing contact dates.
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%
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)	100
SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on these student learning outcomes? (Evidence of the improvement must be kept and filed in the support area including but not limited to: changes in delivery of services, operations, service processes, etc... Both old versions and new versions should be kept on file for 10 years.)	This is the first year that Academic Advising has been de-centralized so there is no past analysis of a previous initiative. The school-wide standard of contacting within 24 hours of admission was not communicated to the advising staff in Spring 2020. The school policy was for all newly admitted students to be contacted by "end of week." That benchmark for this year has been met for SLO1.

SLO2

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.....)	Students in learning support courses are now advised by individual School advisors. Advisors need to make sure that students are successful in their required support class(es) before moving forward with their next class sequence.
SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. survey, participation, exam, assignment with rubric, speech, demonstration of ability)	Banner Data
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%
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)	100
SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on these student learning outcomes? (Evidence of the improvement must be kept and filed in the support area including but not limited to: changes in delivery of services, operations, service processes, etc... Both old versions and new versions should be kept on file for 10 years.)	This is the first year that Academic Advising has been de-centralized and returned to the Schools. As a result, there is no past analysis of a previous initiative. The benchmark for this year has been met for SLO2.

SLO3

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.....)	Clean up BANNER advisor data so that advisors assigned to students are accurate and up to date. Mentors are assigned correctly.
SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. survey, participation, exam, assignment with rubric, speech, demonstration of ability)	Banner Data: Currently Enrolled Students Report (waa093c report)
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%
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)	74
SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on these student learning outcomes? (Evidence of the improvement must be kept and filed in the support area including but not limited to: changes in delivery of services, operations, service processes, etc... Both old versions and new versions should be kept on file for 10 years.)	This is the first year that Academic Advising has been de-centralized and returned to the Schools. As a result, there is no past analysis of a previous initiative. The benchmark for this year has not been met for SLO3. Cochran campus has fewer upper class students so this expectation were not fully communicated.

SLO4

<p>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.....)</p>	<p>Customer Service: 1) making sure that advisors are meeting with students; 2) making sure that advisors are being resourceful in their meetings with students; 3) making sure that advisors are giving correct and professional advice to the students</p>
<p>SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. survey, participation, exam, assignment with rubric, speech, demonstration of ability)</p>	<p>Professional Advisor Survey</p>
<p>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...).</p>	<p>3.5 from the 8 dimensions on the survey (scale ranges 1 to 5, with 5 being highest)</p>
<p>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)</p>	<p>3.9</p>
<p>SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on these student learning outcomes? (Evidence of the improvement must be kept and filed in the support area including but not limited to: changes in delivery of services, operations, service processes, etc... Both old versions and new versions should be kept on file for 10 years.)</p>	<p>This is the first year that Academic Advising has been de-centralized and returned to the Schools. As a result, there is no past analysis of a previous initiative. The benchmark for this year has been met for SLO4.</p>

Additional Assessment Information

<p>Additional Assessment Open Text Comment Box</p>	<p>This is the first year that Academic Advising has been de-centralized so there is no past analysis of a previous initiative. The benchmark for this year has been met for three SLO's but upper-class students on the Cochran campus were not always assigned a mentor. For next year (2021), we will work towards contacting newly admits within the 24 hour benchmark (not by end-of-week) and assigning mentors when they reach upper-class status.</p>
<p>27. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.</p>	<p>All professional advisors were moved online and tele-worked starting in mid-March 2020, a move which presented some challenges with technology in particular, but our advisors persevered and did a very good job of student outreach.</p>