



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

****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 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 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?

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.....)

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.)

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 20% increased participation.

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 5 fiscal years (-3.56%, -36.4% [Covid], -6.84%, 59.1% [FY22], and -28.2% [current FY23]). Looking closely at sessions versus the number of tutors revealed a significant (<0.05 p value) relationship. 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 the current period and did not meet the 20% target outcome. We suggest a new metric of 7%. 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.

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)

-28.2% 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. To reverse this trend, we aim at an average of 27 tutors per semester and 2200 sessions (7% increase). 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. We will use Campus Logic and Sales Force in FY24. Thus, tutoring sessions drivers are likely based on number of tutors, quality of tutors, advertising campaigns (p value 0.13, so not significant, but a possible correlation), 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 group sessions or even adopting a queue-based appointment style system), but limitations exist here as well (tutors often are not able to work the full 19 hours due to their own course load).

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 the satisfaction from 4.57 to 4.69 during FY23 (but under the FY21 average of 4.86). 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)

4.69

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 center adopted new survey questions (keeping one question about the tutor showing respect), one from Institutional Research (about overall MGA satisfaction/recommendations), and 5 from Daniel Sanford's book "Learning Center Administration" (with permission). This survey is now being used as of FY24. Improvement plans include a new Kiosk computer at the Macon SSC (already installed), which tutors can now walk students over to after tutoring sessions. The old questions (used consistently for 18 years) focused 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 comments for the past several years ("What was most helpful in the session? Any suggestions for improvement or resources you may need?"). The new questions 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]. The metric for survey percentages could be 15% (not 10% as several years ago in assessment plans). The SSC has met this 15% metric four out of the past six years. The SSC has a new survey, so staff and tutor will be more excited to advertise the survey this fall. FY24 should be higher than 11%.

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 70% 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 WC Online. 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 should have access to a minimum of 75 courses through the SSC and book a session 70% of the time.

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)

150 courses (goal exceeded); 35% requests met (goal not 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?

Our method of calculating percent of tutoring requests met was not consistent over the past several years, and we never actually reached 70%, our original goal. Advising appointments were incorrectly subtracted from FY22's measure, but we now realize that the students were accessing advising from a different MGA page (thus the SSC had an inflated 88% tutoring requests met). The Director and Coordinators suggest a new metric of 40%. Take tutoring sessions divided by (total SSC website hits minus Writing Center appointments). The SSC has reached this measure four out of the past six years. Students may be utilizing our website for information, so the 40% should not be viewed negatively. A possible factor for the current unmet goal (only 35%) was the retirement of the Warner Robins Academic Resource Specialist 5 months before the fiscal year ended. A new FY24 metric for courses tutored could be 115 (not 75). The SSC has reached this figure five out of the past six years. Since FY10, the SSC has been as low as 113 courses, but usually this figure is a lot higher.

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.....)

NA

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.)

NA

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....)

NA

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

NA

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)

NA

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?

NA

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) 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)

NA

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.

Please refer to the document attached, FY18-FY23 SSC Chart and also Assessment excel document.

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.

All three SLO's will remain the same, with some emphasis on creating a new metric for SLO #3. As stated above in SLO #3, a new FY24 metric for courses tutored could be 115 (not 75). The SSC has reached this figure five out of the past six years. Since FY10, the SSC has been as low as 113 courses, but usually this figure is a lot higher.

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?

The purpose of continuous improvement is to analyze through identified metrics, necessary changes in organizational or departmental policy or procedures, that aims to improve current outcomes. By creating a culture of continuous improvement through assessments, the goal would be to improve student learning outcomes as efficiently as possible.

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

[Assessment_FY18-FY23_Significant_Results_Tutoring_Sessions_Vs_Number_Tutors_and_MGA_Enrollment_Vs_Online_Advising_Appts.xlsx](#)

38KB

application/vnd.openxmlformats-officedocument.spreadsheetml.sheet