



**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 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 2024
- ☐ Fall 2024
- ☒ Spring 2025

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.....)

Students will report an understanding of how to access the Academic Calendar and University Catalog, including 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)

60% of the students responding to these questions selected 4 or 5 on the 5-point scale

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?

Analysis of student performance on this Student Learning Outcome has identified opportunities to strengthen students' familiarity with key academic resources, specifically the catalog, academic calendar, and MyDegree. As part of the improvement plan, Salesforce will be utilized to communicate the importance of regularly consulting the catalog and calendar. Students will be introduced to these resources during orientation and advising sessions and encouraged to reference them throughout their time at MGA. Advisors will continue to actively review MyDegree with students during advising sessions. Notably, 86% of survey respondents indicated they know how to access, utilize, and interpret MyDegree, suggesting this practice is effective and should be sustained. To gather more meaningful data moving forward, a revised assessment survey will be implemented in fall 2025. This tool will include targeted questions to measure students' understanding and use of the catalog, calendar, and MyDegree. It is important to note that survey participation was low in the most recent cycle, limiting the reliability of the data. Increasing response rates will be a priority to ensure a more comprehensive analysis of student learning outcomes in future assessments.

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 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 5 on a 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)

93% of the respondents to the question selected 4 or 5. Note: only 14 students responded to these questions.

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?

While student responses to this Student Learning Outcome were overwhelmingly positive—93% of respondents rated their understanding of the value of advising as a 4 or 5 on a 5-point scale—the low response rate limits the conclusions that can be drawn from the data. To strengthen the validity of future assessments, a revised assessment survey will be launched in fall 2025. To improve student participation, the survey link and QR code will be prominently displayed in advising offices and included in advisor email signatures. Additionally, advisors will encourage students to complete the survey at the end of each advising session. Collected survey data will be used to assess students' perceptions of advising and to identify areas where the advising process can better support students in achieving their academic and career goals.

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 and MyDegree.

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)

60% of the respondents answering the question regarding their knowledge of SWORDS selected 4 or higher. 86% of the respondents to the question related to MyDegree selected 4 or higher (5-point scale) regarding their knowledge of MyDegree.

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?

Analysis of student responses indicates that while a majority of students feel confident using MyDegree (86% selecting 4 or higher), there is a notable gap in students' reported knowledge of SWORDS, with only 60% selecting 4 or higher. This highlights an area for targeted improvement. To address this, Salesforce will be leveraged to provide students with timely information and reminders about how to use SWORDS for accessing academic information and registering for classes. Additionally, advisors will continue to provide hands-on guidance in using SWORDS during advising sessions, reinforcing these skills each semester. Advisors will also sustain current efforts to review MyDegree with students, as the data suggests this is an effective practice. To improve the quality of assessment data, a revised survey tool will be implemented in fall 2025. The survey link and QR code will be displayed in advising offices and included in advisor email signatures, and students will be encouraged to complete the survey at the conclusion of each advising session. This will provide more robust data to assess the impact of these improvement efforts on student learning.

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 2023/2024 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 2024/2025 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.

Through regular assessment, analysis of results, and implementation of evidence-based strategies, the advising team works to ensure that students are equipped with the knowledge and skills necessary to navigate their academic journey successfully. Historically, the advising unit has assessed key learning outcomes to gauge students' understanding of essential advising-related competencies. This has included evaluating students' familiarity with the university catalog, academic calendar, MyDegree (the degree planning tool), and the SWORDS/BannerWeb portal used for registration and accessing academic records. Previous assessment cycles demonstrated areas of success as well as opportunities for growth. For example, students consistently reported high levels of confidence using MyDegree, with 86% selecting a 4 or 5 on a 5-point scale. This suggests that advisor-led instruction on MyDegree during advising sessions has been effective. In contrast, only 60% of respondents reported confidence in using SWORDS, indicating a need for more targeted approach in this area. Another key finding was that 93% of students rated their understanding of the value of academic advising in achieving their career goals as a 4 or 5, affirming the perceived importance of advising interactions. However, it is important to note that across all SLOs, response rates were low, limiting the conclusiveness of the data and highlighting the need for improved assessment processes. In response to these findings, the advising team implemented several changes aimed at reinforcing student learning and improving data collection:

- **Instructional Strategies:** Advisors will continue to incorporate hands-on demonstrations of MyDegree and SWORDS during advising sessions. Given the lower confidence reported with SWORDS, particular emphasis will be placed on teaching students how to use the platform to register for classes and access critical academic information. Advising will collaborate with other departments to provide multiple opportunities to help students become familiar with SWORDS.
- **Communication Enhancements:** Salesforce, the university's CRM platform, will be leveraged to provide students with timely reminders, tutorials, and support messages related to using the catalog, calendar, MyDegree, and SWORDS.
- **Orientation:** Students will be introduced to key academic resources, including the catalog and calendar, during orientation. This early exposure helps to build foundational knowledge that is reinforced throughout their academic experience.
- **Survey Administration Improvements:** Recognizing the limitations posed by low response rates, the advising team is taking steps to make surveys more accessible and visible. Beginning in fall 2025, the survey link and a QR code will be displayed prominently in advising offices and embedded in advisor email signatures. Students will be encouraged to complete the assessment at the conclusion of each advising session, creating more timely and relevant feedback opportunities. Our next plans include:
- **Implementation of a Revised Assessment Survey:** A revised survey instrument will be launched in fall 2025. This tool will include targeted questions aligned with each Student Learning Outcome, allowing for more precise measurement of student learning and advising effectiveness.
- **Increased Focus on Response Rates:** Efforts will be made to increase student participation in the assessment process through streamlined survey access, advisor encouragement, and follow-up communications via Salesforce.
- **Data-Informed Decision-Making:** Future assessment results will be used to refine advising practices and training. For example, if continued gaps in SWORDS proficiency persist, additional workshops or video tutorials may be developed.
- **Ongoing Professional Development:** Advisors will receive regular professional development focused on best practices for teaching students how to navigate university systems, interpret degree requirements, and plan for graduation.
- **Long-Term Goal Setting:** The advising team will set measurable performance benchmarks (e.g., increasing the percentage of students confident in using SWORDS from 60% to 75% over two academic years) to monitor progress over time.

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.

• The assessment of Student Learning Outcomes within academic advising is not a static process but an ongoing cycle of evaluation, action, and refinement. Past results have informed the continuation of effective practices and the implementation of targeted improvements, while present efforts focus on closing identified gaps and strengthening the accuracy of collected data. Looking forward, continuous analysis and response to assessment data will ensure that advising services remain student-centered, outcomes-driven, and aligned with institutional goals for student success and graduation. • Through these efforts, the advising team is fostering a culture of continuous improvement, ensuring that all students are empowered with the knowledge and tools they need to achieve their academic and career goals.

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.

1. Students will use the Academic Calendar, SWORDS, the university catalog, and MyDegree to identify institutional deadlines and important dates and understand their remaining degree. 2. Students will participate in academic advising sessions as a tool to understand academic success resources available to them and their program requirements. 3. Students will utilize the Student Success Hub (Salesforce portal) to submit cases and schedule appointments with advisors.

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?

Surveys are used to gather student feedback on their advising experiences, satisfaction, and perceived learning. The results of surveys drive opportunities for training.

39. Did you use any of the following resources to support your data collection, analysis, and planning efforts? Please check all that apply and/or list any others you utilized:

- ☒ MGA Dashboards
- ☐ USG Dashboards
- ☒ MGA Institutional Reports
- ☐ USG System-Level Reports
- ☒ MGA Internal Surveys
- ☐ USG-Administered Surveys
- ☐ Academic Program Reviews
- ☒ Strategic Planning Documents (MGA and/or USG)
- ☒ Enrollment Reports (term-over-term, year-over-year)
- ☒ Retention/Graduation/Success Rate Reprots
- ☐ Budget or Financial Reports
- ☐ Assessment Reports of Institutional Effectiveness Documents
- ☐ Faculty/Staff Workload Data
- ☐ Peer Institution Comparisons or Benchmarking Reports
- ☐ External Accreditor Data or Standards
- ☐ National or State Data Sets (IPEDS, NCES, Georgia Data System, etc.)
- ☐ Custom Data Requests (OIRDS or other offices)
- ☐ Other (please specify):

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