



**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

Counseling and Accessibility Services

Q1. Submitters Email

ruth.hagemann@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 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?

734

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.....)

75% of students seeking Accessibility Services will identify additional educational services and resources through Georgia Vocational Rehabilitation.

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.)

Accessibility staff noted in sessions with students their knowledge and gave them more information if needed.(chart record)

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.....)

75%

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)

83% of students (76 of 95students)

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?

We exceeded our goal, with 83% of surveyed students identifying additional educational services and resources available through Georgia Vocational Rehabilitation. This consisted of existing students receiving or seeking accommodations. This result suggests growing awareness of GVRA services, likely supported by our broader promotional efforts and campus presence. Moving forward, we will continue to strengthen this partnership and expand targeted outreach to ensure even more students are informed and connected.

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.....)

Increase Student awareness of online resources (Uwill) by 50% over previous year

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.)

Past and current year data from UWill system

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....)

50%

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)

119% increase 31 registrations for Feb 2024- June30 68 July1 2024-Jun30 2025

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?

We met our objective by more than doubling student registrations for UWill, increasing from 31 to 68 students—a 119% increase over the previous year. This significant growth reflects the success of our outreach efforts and increased student awareness of online mental health resources. Moving forward, we'll continue promoting UWill through events, digital campaigns, and faculty/staff partnerships to maintain and build on this momentum.

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 who present with issues related to anxiety will identify 2 ways to reduce/minimize symptoms/triggers.

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.)

Therapist client record and student report number of students presenting with anxiety 497 students with 435 students were able to identify 2 ways

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....)

name 2 coping techniques for their anxiety

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, establishing baseline

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)

87.5% (435 out of 497 students presenting with anxiety) students could name 2 ways to reduce anxiety

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?

We found that 435 out of 497 students presenting with anxiety were able to identify at least two strategies to reduce or manage their symptoms. This demonstrates strong engagement in psychoeducation and skill-building. We learned that students benefit from practical, personalized tools when supported in a therapeutic setting. Moving forward, we plan to integrate more structured anxiety-specific interventions and ensure consistent documentation of coping strategies discussed during sessions.

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.

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.

In the past, our department focused primarily on tracking service usage and general satisfaction. Over time, we have refined our approach to include measurable student learning outcomes that better reflect the impact of our clinical work, outreach, and campus partnerships. This year's assessment results demonstrate meaningful progress with existing students that we serve and access to students that we have not served yet. We exceeded our goal of 75% of students in Accessibility Services identifying Georgia Vocational Rehabilitation (GVRA) resources, with 83% (76 of 95) demonstrating this knowledge. This success highlights the effectiveness of intentional education during intake and follow-up appointments. We also aimed to increase awareness of UWill, our online mental health resource, by 50%. We achieved a 119% increase in student registrations (from 31 to 68), reflecting the success of targeted outreach and integration of UWill promotion into campus events and student communications. Additionally, 87.5% of students presenting with anxiety (435 of 497) were able to identify at least two strategies to reduce or manage symptoms. This result affirms the value of focused psychoeducation within clinical sessions and supports our continued use of outcome-based treatment planning. These outcomes have informed our decision-making by reinforcing the value of structured learning goals, collaborative outreach, and tailored student engagement strategies. Moving forward, we plan to expand data collection across all service areas, further integrate learning outcomes into clinical documentation, and refine outreach to ensure students are consistently aware of available resources. Our assessment efforts will continue to guide program development, professional development and help ensure we are meeting the evolving needs of our student population.

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.

These outcomes have informed our decision-making by reinforcing the value of structured learning goals, collaborative outreach, and tailored student engagement strategies. Moving forward, we plan to expand data collection across all service areas, further integrate learning outcomes into clinical documentation, and refine outreach to ensure students are consistently aware of available resources. Our assessment efforts will continue to guide program development, professional development and help ensure we are meeting the evolving needs of our student population.

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.

Develop two focus groups to assess and identify the barriers for mental health access (one group in fall semester, one group in spring semester). Increase student participation in Counseling & Accessibility Services outreach events by 25% (based on 24/25 participation data). 50% of students utilizing Counseling services for 3 or more sessions will be retained to the next semester or graduate.

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?

Academic and student support assessments play a critical role in fostering a culture of continuous improvement by providing data-driven insight into what students need, how they engage with services, and where gaps exist. These assessments help ensure that programs remain responsive, inclusive, and aligned with institutional goals. By regularly evaluating outcomes and using results to inform planning, departments demonstrate a commitment to excellence by enhancing the student experience and supporting academic success at every level.

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 Reports
- ☐ 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): UWill data base

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