



**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

First-Year Experience

Q1. Submitters Email

Kimberly.Leinberger@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?

250

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 be exposed to Knights Academy content that teach them about barriers to success and how to overcome them.

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 Knight Life and Marketing Cloud data.

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....)

To demonstrate exposure at level 1, students need to have opened the Marketing Cloud Webpage. To demonstrate exposure at level 2, students need to have entered at least 1 video code or answered a question, which indicates they have viewed the video content. To demonstrate exposure at level 3, students need to have completed all part of the Knights Academy content (all video codes and questions answered – 2-3 per topic) in either MGA Knight Life or Marketing Cloud.

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

Marketing Cloud tracks whether students engage with content based on click rates as well as inputs from the students. Lower levels of exposure can be demonstrated with click rates while attaining the highest level of exposure requires completion of all parts of the quest. Student who completed the Knights Academy content in MGA Knight Life will have attained level 3 exposure because in order for their activity to be tracked, the student must submit a form in MGA Knight Life, which is reviewed for content and completion by the Director of FYE.

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)

97.23 % of the students who engaged with Knights Academy did so at level 1 exposure 13.83 % of the students who engaged with Knights Academy did so at level 2 exposure. 9.88% of the students who engaged with Knights Academy did so at level 3 exposure. Because students could participate in multiple quests, the percentages will not add up to 100%. Some students fully completed one of the quests at a level 3 engagement, but did not finish all of the tasks in one or more of the other quests, so they only engaged at a level 2 for those tasks. Similarly, any student who just opened the Cloud Page was accounted for in a level 1 engagement, but some also completed the part or all of a quest.

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?

FYE plans to engage in the Light Your Path initiative which will work with other departments to increase engagement in Knights Academy. Marketing Cloud will continue to be one of the primary marketing campaigns for Knights Academy Quests, but FYE will also engage with community partners to further encourage completion of Knights Academy Quests.

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 be able to identify ways to overcome barriers to success.

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.)

Forms in MGA Knight life capture when a student completes a quest. Student responses in Marketing Cloud will determine if students identified ways to overcome barriers to success.

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....)

To demonstrate mastery, students must answer the reflection questions that accurately identifies one way they will apply what they learned in the module to their life.

Q17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

This is a baseline for target performance as this is the first year we are assessing performance in this manner.

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)

23.72% of students either completed a Knights Academy Quest or answered 1 or more reflective 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?

To improve, FYE will work to add quantitative methods for measuring mastery of the content. Currently, the reflective questions are open-ended with no right or wrong answers. FYE will work toward finding another way to capture quantitative data for the future.

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.....)

First-Year students who engage in Knights Academy content will persist to the next semester at a rate greater than or equal to overall persistence rate.

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.)

Banner report on enrollment and data collected in MGA Knight Life and Marketing Cloud were used to determine persistence.

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....)

Fall 2024 students need to persist to the next semester by being enrolled in at least one course in Spring 2025.

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

Performance level is determined by overall persistence rate without regard to participation in Knights Academy.

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)

92.42%

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?

To improve upon this SLO, FYE will work toward increasing the number of students who participate in Knights Academy. Though 66 students who participated and persisted at a rate of 92.42%, greater student participation is necessary to more accurately determine the efficacy of the Knights Academy content on persistence.

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.....)

First-Year students who complete Knights Academy content will retain from year to year at a rate greater than or equal to overall retention rate.

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.)

Banner report on enrollment and data collected in MGA Knight Life and Marketing Cloud will be used to determine persistence.

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....)

Fall 2024 students would need to register for at least one course in the Fall 2025 semester to demonstrate meeting this objective.

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

Performance level is determined by overall Fall - Fall retention rate without regard to participation in Knights Academy.

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)

Unable to determine because retention will not be calculated until after Fall 2025 starts.

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?

To improve upon this SLO, FYE will work toward increasing the number of students who participate in Knights Academy. Though 201 first-year students participated in Knights Academy, greater student participation is necessary to more accurately determine the efficacy of the Knights Academy content on retention.

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.

N/A

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.

This year's assessment results set a baseline for Student Learning Outcomes for FYE as no previous SLO's were determined. The result of this assessment will be used to determine how to adjust the program to enable students to reach SLOs.

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.

This year's assessment results set a baseline for Student Learning Outcomes for FYE as no previous SLO's were determined. The result of this assessment will be used to determine how to adjust the program to enable students to reach SLOs.

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.

SLO's will remain the same for the next year.

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?

Assessments demonstrate the areas where the department is achieving the student learning outcomes and where there are opportunities for improvement. Data helps the department make better informed decisions about financial and human resource allocation. These assessments are critical to ensuring that the effort invested in promoting excellence in education and student services results in positive student learning outcomes.

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):

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

