



**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

Student Health Services

Q1. Submitters Email

autumn.lucas@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?

1,415

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.....)

Student Health Services will engage 25% of students to enroll in our new Pyramed electronic medical record system, allowing them easier access to health records and immunizations.

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.)

Number of current students versus number of current students enrolled/signed into Pyramed.

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....)

25% of currently enrolled students.

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)

How many students have activated Pyramed vs. total student enrollment = 8.86%

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?

Students may not realize initially that they have a need to activate their Pyramed account, as they would with other student accounts/services, prior to seeking clinic services. As a result, we plan to increase utilization of promotional materials during campus events, within the portal's communication tools, and during clinic outreach.

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.....)

50% of students following appointments with Student Health Services will complete a follow-up survey to establish a baseline of student learning/understanding and capture clinic feedback

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.)

Survey sent following clinic visit.

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% of students seeking services will complete survey.

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)

0

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 do not have an accurate survey tool or a consistent way to deliver such a survey. In order to be successful with this goal, we will utilize Microsoft Forms on a weekly basis to consistently send surveys to all students seeking clinic services.

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.....)

Student Health Services will partner with the Department of Public Health to offer a variety of immunizations to students, not limited to Covid/Flu, in an effort to prevent community acquired infections such as meningitis, aligned with USG immunization recommendations and requirements.

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.)

Number of scheduled events.

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....)

Participation in vaccine clinics.

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)

0

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?

High out of pocket costs and the need for pre-booking to schedule vaccinations on campus prevented us from meeting this goal, but we continued to educate students and offer resources to obtain vaccination with community facilities such as DPH. We also hosted DPH representatives on campus during health fairs. We will continue to work with our community partners to make sure that students are aware of resources and the importance of immunizations with the hope that we may revisit a version of this goal in the future.

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.

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.

Measurable data has become the mandatory currency for determining departmental worth and impact. While health care provision is not always statistically quantifiable, we have made considerable effort to target goals that will benefit the health of our MGA population while painting a picture of the campus support provided by Student Health Services. We have succeeded in implementing a system that accurately measures the quantity and types of patient encounters, which has highlighted the extent of the workload that absorbing the immunization hold responsibility has brought to our small team of four staff members. We continue to reach higher for vetted point-of-care testing options to provide evidence-based care on campus. We continue to advocate for access to holistic health care and well-being through our campus and community partners, expanding connections and available resources.

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.

See above.

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. 30% of currently enrolled students will activate and engage in Pyramed (our electronic health record/EHR and secure patient portal) to access additional health resources. 2. Following appointments with Student Health Services, 50% of students will complete the follow-up survey. 3. 50% of students who are notified about immunization holds will utilize the patient portal to upload their own immunization records.

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?

Learning outcomes allow for tailored goals with review of best practices/needs for improvement to provide our student population with the most robust wraparound support possible throughout their university journey.

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):

Pyramed EHR report data.

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