



**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 Success Center

Q1. Submitters Email

Brock Giddens

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?

654 unique students, which totaled 2524 tutoring sessions (647 Supplemental Instruction, 1877 Peer Tutoring)

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 gain independence and knowledge in course material and study skills competence by attending in-person and online tutoring at MGA's Student Success Centers (SSC) and by increased participation in scheduling appointments on WC Online.

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.)

The instrument used to measure this objective is WC Online, which is the SSC's appointment scheduler, record-keeper and reporting tool to track data crucial to the success of the center.

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 7% increased participation for the year. The SSC achieved a 6.10% increase for the year.

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 6 fiscal years (-3.56% [FY19], -36.4% [FY 20 Covid], -6.84% [FY21], 59.1% [FY22], -28.2% [FY23], 8.63% [FY24], and 6.10% % [FY25].

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)

6.10%

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?

While the SSC did not meet the 7% increase, it did pass the 6% mark in FY25. Two Universities on the LRNASST-L listserv suggest that student reliance on AI reduced their Spring 2025 SI attendance. If this is real, this may have affected MGA as well. Spring 2025 SI attendance was 209 and fall 2024 SI attendance was 319. Additionally, there will also be a significant outreach to our learning support populations this fall 25 in both Math and English courses. This outreach by coaches should increase sessions. A 5-year goal at the end of FY23 was to increase the marketing of the SSC. The SSC is 2 years into this 5-year goal. Marketing the SSC in FY25 included projects such as the following: 1) outreach to summer 2025 ENGL faculty to advertise ENGL 1101 and 1102 tutoring after tutors attended a best practices workshop taught by the Writing Center Coordinator, 2) building into the Academic Success Coach job description to visit 10 classrooms per semester (accomplished by new Macon coaches in spring 2025), 3) fall and spring email campaigns to give away Jack's restaurant gift cards and MGA Dining Dollars to students who booked tutoring sessions and a summer email campaign to give away Pepsi swag bags, and 4) the creation of a Landing Page for WC Online MGA schedules (advising, coaching, Writing Center, Student Success Center, and Mathematics Academic Resource Center) undertaken by the MARC Coordinator, Dr. Joshua Harrelson with SSC approval.

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, 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 overall survey average in FY22 was 4.57 (14.0% survey rate), in FY23 was 4.69 (11.0% survey rate), in FY24 was 4.72 (10.4% survey rate), and in FY25 was 4.59 (13.1%) survey rate). The center achieved its goal of being over 4.5. The SSC emphasized survey completion to tutors in FY25, and this emphasis improved the FY24 survey rate of 10.4% to 13.1% during FY25, which is a 2.7% increase. There may be a correlation between a higher volume of surveys and a lower overall average.

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)

4.59 out of a possible 5.0 based on 13.1% average completion rate of survey

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 metric for survey percentages have shown completion rates above 15% for four out of the past eight years. FY23 and FY24 showed a significant decrease in survey completion (engagement from students) at rates of 11% for FY23 and 10.40% for FY24, but the SSC reversed this trend with 13.1% survey completion in FY25. The SSC emphasized survey completion at the start of fall semester 2024 and emphasized survey completion at SSC tutor training events. There may be a correlation with higher percentage completion and a lower cumulative average, but the SSC will strive in tutor training to emphasize customer service. The SSC will continue to advertise the survey this fall. Improvement for this outcome will include tutors to walk students to a designated computer within the SSC to complete the survey "on the spot".

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 new goal of 115 courses tutored per year and a metric of 35% 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 WOnline. 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 will have access to tutoring in a variety of courses with a goal of 115 courses tutored per year and a metric of 35% of the tutoring requests met per academic year based on data from WOnline.

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)

117 courses; 31.1% requests 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?

The SSC suggested a new metric for 35% tutoring sessions to be met during the last FY. By using this formula (Total WC Online Tutoring Sessions/(Total views www.mga.edu/student-success-center/tutoring-signup - Writing Center appt.)), the SSC met 33% of requests in FY24 and 31.1 % of requests in FY25. Originally, the goal was 40% and the equation was to be calculated by taking tutoring sessions divided by (total SSC website hits minus Writing Center appointments). This equation, which factored in total SSC website hits resulted in more variation which resulted in much higher or lower rates (i.e. 53% in FY 20 and 18% in FY24 which may not be a good representation). The SSC did not meet the goal of 35% in FY25 (at 31.1%), but did meet the goal of 115 unique courses tutored (117). The SSC turned down requests for tutoring in ACCT 3130, ACCT 4205, BIOL 2260, ITEC 4255, MGMT 3101, and PHYS 2211 during the 2024-2025 academic year as the SSC did not have tutors for these courses. The SSC has BIOL 2260, ITEC 4255, and MGMT 3101 tutors during June 2025 due to an increase in tutoring capability of current SSC tutors. The SSC is looking at hiring a PHYS 2211 tutor for the fall semester (but will lose its ITEC 4255 tutor due to a school transfer). The SSC is looking to hire a Computer Science tutor as well.

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.....)

The role of Academic Success Coach is still new to MGA. The institution has acquired a total of 7 academic success coaches during the past two and a half years (an increase of 3 coaches since 2024). In this role, student satisfaction will be measured to improve the effectiveness of this new role within the SSC.

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.)

The SSC will utilize a Student Satisfaction Survey to measure the overall satisfaction between the students and their success coaches. The instrument will consist of 8 questions. The survey will identify the purpose of the student visit and measure coaching professionalism as well as overall student satisfaction with their success coach experience.

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....)

The target performance level would be that each success coach receives at least a 7 out of 10 on the overall coaching experience during the first year of the survey.

Q29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past

performance data, peer program review, etc)

The data obtained from the student satisfaction survey will be used to assess the coach's overall effectiveness and satisfaction value from our students. The feedback provided will be used by SSC administration to evaluate the quality of our coach's performance and their effectiveness within their role to our students.

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)

The SSC met this goal with 92 surveys with a 7.8 (or 78 out of 100) for "How would you rate your overall success coaching experience?" and 7.9 (or 79 out of 100) for "How likely are you to recommend academic coaching to friends or colleagues?" Students also submitted 15 surveys through WC Online and rated sessions 4.65 (out of 5), which is 0.07 higher than tutoring which uses the same survey instrument and scheduling platform. This learning outcome is a new metric for the SSC and FY25 has the first year of data.

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?

The SSC will further emphasize survey completion at the start of fall semester 2025 and emphasize survey completion at Success Coach training events. Surveys will be requested during success plan check-in points throughout the semester.

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 SLOs were changed this past year.

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.

A 5-year goal at the end of FY23 was increased marketing of the SSC. The SSC is 2 years into this 5-year goal. Marketing the SSC in FY25 included projects such as the following: 1) outreach to summer 2025 ENGL faculty to advertise ENGL 1101 and 1102 tutoring after tutors attended a best practices workshop taught by the Writing Center Coordinator, 2) building into the Academic Success Coach job description to visit 10 classrooms per semester (accomplished by new Macon coaches in spring 2025), 3) fall and spring email campaigns to give away Jack's restaurant gift cards and MGA Dining Dollars to students who booked tutoring sessions and a summer email campaign to give away Pepsi swag bags, and 4) the creation of a Landing Page for WC Online MGA schedules (advising, coaching, Writing Center, Student Success Center, and Mathematics Academic Resource Center) undertaken by the MARC Coordinator, Dr. Joshua Harrelson with SSC approval. The SSC had 3 professional staff tutors in fall 2024. The transition of one Academic Success Coach to full time coaching duties in Spring 2025 reduced the number of professional tutors to 2 in Spring 2025 (in fall 2024 this coach contributed 151 tutoring sessions during his half day responsibilities to tutoring). Thus, spring 2025 tutoring numbers compared to spring 2024 numbers are not equivalent. An possible contributor for low spring 2025 SI attendance (411 in FY24 vs. 209 in FY25) may be that students are seeking Artificial Intelligence (AI) to answer questions. A post on The Supplemental Instruction Discussion List (SINET@LISTSERV.UMKC.EDU) from an Illinois university on June 6th, 2025, noted a particular decrease in Spring 2025 student SI attendance, and a response from a New Jersey university noted this trend as well, and speculated that student reliance on AI is the cause. However, the Spring 2025 SI results were statistically significant for students who attended SI compared to those who did not attend SI. In fall 2024, there were 8 Supplemental Instruction (SI) courses with 319 student visits to SI sessions. A Welch two sample t-test was performed for the alternative that the grade scale is less for those who did not attend SI (the N group) versus those who did attend SI (the Y group) with all CRN's treated as one group. Institutional Research did the study using #R code. Unfortunately, the results were not significant ($t = -0.79986$, $df = 129.29$, $p\text{-value} = 0.2126$). In spring 2025, there were 13 Supplemental Instruction (SI) courses with 209 student visits to SI sessions. A Welch two sample t-test was performed as well, and the results were significant ($t = -1.7477$, $df = 112.81$, $p\text{-value} = 0.04161$) as p was less than 0.05. While the fall 2024 grade study was not significant, an IR retention study showed better spring 2025 retention for students who attended Supplemental Instruction (SI) sessions in fall 2024 compared to those who did not attend: 91.67% of students who attended Supplemental Instruction sessions in fall 2024 returned to MGA in spring 2025 compared to 89.30% of students who did not attend SI in fall 2024. Thus, SI correlates with a 2.37% higher retention percentage for returning students in this study. (Gina Hornung in Institutional Research calculated the percentages for the SSC.)

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.

Please review previous narrative for answer.

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. Strengthen connections with faculty using SSC administrative staff (Director, Assistant Director, Coordinator). Staff will each meet 3 new faculty members during fall 2025. Success Coaches will also be encouraged to meet with at least 5 on-campus faculty of targeted D,W and F courses during fall 25. 2. The SSC will collaborate with MGA Residence Life to assist with "in-house" residential workshops on both the Cochran and Macon campuses. The goal will be a total of 4 ResLife workshops in fall (2 in Cochran and 2 in Macon). 3. The SSC will focus on annual training D2L modules for Academic Success Coaches, one is already underway with a July 31, 2025 deadline. Success Coaches will also complete NTA Advanced Coach Training by the end of Spring 26.

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 at Middle Georgia State University (MGA) drive continuous improvement by using data to identify at-risk students, refine support programs, and enhance teaching practices. Tools like early alert systems, peer mentoring, and course redesigns are regularly evaluated to improve retention, academic success, and student services. This ongoing assessment process ensures that MGA delivers high-quality, responsive education and support, creating a strong culture of excellence and accountability.

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).