

Diversity, Inclusion & Equity

Academic and Student Support Assessment

Semester reporting: Spring Semester 2022

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Type of support services offered: Student Support

For which campus are these assessments being submitted? Macon

Approximately how many students were served in this center/area this year? 400

Data and Reporting of Student Learning

SLO 1

<p>7. 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.....)</p>	<p>Students will be able to define and demonstrate understanding of the diversity, equity, and inclusion (DEI) concepts of “inclusion” and “belonging” within the context of their experiences as Middle Georgia State University students.</p>
<p>8. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900)</p>	<p>Students completed the printed version of a DEI Inclusion Survey with four (4) questions to demonstrate their understanding of the DEI concepts of “inclusion” and “belonging” by providing long and/or short written responses to the questions asked.</p>
<p>9. 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.....).</p>	<p>80% of students who complete the DEI Inclusion Survey will earn 75% or better on their responses to the four (4) questions; demonstrating their understanding of at least 3 out of the 4 questions asked on the survey.</p>
<p>10. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>The target performance level of 75% or better reflects those students who 1) engaged in the assessment tool used; 2) responded thoughtfully and intentionally to the questions asked; and 3) understood the DEI concepts of “inclusion” and “belonging” as reflected in their written responses.</p>
<p>11. 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)</p>	<p>100%</p>
<p>12. SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>We updated our “Are You IN? Inclusive Conversations” Inclusion Survey to include a fifth question that requests specific and practical examples of how and where MGA can implement additional measures to enhance the student experience of inclusion and belonging. While student responses to the current survey instrument were not wrong, some students provided vague responses on how inclusion and belonging looks at MGA. By asking students to provide practical, concrete examples of how to improve inclusion and belonging, students will be able to relate tangible experiences to DEI concepts. Additionally, we will send out an online</p>

	version of the form as well in the future to gather more responses from students during the time “Are You IN? Inclusive Conversations” events are held.
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SLO 2

<p>13. SLO 2: What is the second Student Learning Outcome for this support area? Student learning outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Students employed as Residence Life staff will be able to demonstrate that they can recall at least one Title IX/Sexual Misconduct related concept, idea, or definition after attending Title IX training to enhance their positions as responsible employees under the Title IX/Sexual Misconduct policy.</p>
<p>14. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900)</p>	<p>Students completed a post Title IX Training Survey that required short-answer responses to demonstrate their recollection of a Title IX/Sexual Misconduct concept, idea, or definition that they learned.</p>
<p>15. 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...).</p>	<p>75% of students who complete the post Title IX Training Survey will be able to recall at least one concept, idea, or definition that they learned from the training.</p>
<p>16. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>The target performance level of 75% or better reflects those students who 1) engaged in the assessment tool used; 2) responded thoughtfully and intentionally to the questions asked; and 3) recalled key Title IX concepts as reflected in their written responses.</p>
<p>17. 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)</p>	<p>100%</p>
<p>18. SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>We updated our post Title IX Training Survey for Residence Life staff to reflect a Title IX post training quiz to include specific questions related to the training that would reflect a greater understanding of specific definitions and the general scope and purpose of the Title IX/Sexual Misconduct Policy. At the beginning of the training, students will be advised to take notes so that they can perform successfully on the post-training quiz. In the future, the goal is to provide this quiz immediately after the training to increase student response time to the assessment tool and to increase student learning outcome expectations on the quiz.</p>

SLO 3

<p>19. SLO 3: What is the third Student Learning Outcome for this support area? Student learning outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Students who complete the Everfi Sexual Assault Prevention for Undergraduates course will be able to demonstrate that they understand the definition of “consent” and agree or strongly agree with obtaining “consent” before engaging in sexual activity with another person under the Title IX/Sexual Misconduct policy.</p>
<p>20. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900)</p>	<p>Students completed an online survey after taking the Everfi Sexual Assault Prevention for Undergraduates course including a question about the definition of “consent” and whether they agree or strongly with obtaining “consent” before engaging in sexual activity.</p>
<p>21. 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...).</p>	<p>80% of students who complete the post course survey will understand the definition of “consent” and will agree or strongly agree with obtaining “consent” before engaging in sexual activity.</p>
<p>22. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>The target performance level of 80% or better reflects that the majority of the students who completed the prevention course and subsequently completed the post-course survey were able to understand the definition “consent” by agreeing or strongly agreeing to the importance of “consent” as it relates to the prevention of sexual assault.</p>
<p>23. 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)</p>	<p>93%</p>
<p>24. SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</p>	<p>Based on the analysis of the students’ performance on this Student Learning Outcome, the Office of Title IX will continue to include key concepts for prevention and awareness such as the definition and importance of obtaining “consent” before engaging in sexual activity with another person in its programming, events, and training among the MGA student population. Guest speakers who are invited to facilitate training or programs will be required to cover the definition and importance of “consent” as it relates to prevention under the Title IX policy to</p>

	increase the understanding of “consent” among a greater population of MGA students.
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SLO 4

<p>25. SLO 4: What is the fourth Student Learning Outcome for this support area? Student learning outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Students who complete the Everfi Sexual Assault Prevention for Undergraduates course will agree or strongly agree that the impact of the course results in greater understanding of Middle Georgia State University's policies on Title IX/Sexual Misconduct issues.</p>
<p>26. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900)</p>	<p>Students completed an online survey after taking the Everfi Sexual Assault Prevention for Undergraduates course including a question about the impact of the prevention course on the understanding of school policies related to the issues of consent, sexual assault, relationship violence, sexual harassment, and stalking.</p>
<p>27. 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...).</p>	<p>80% of students who complete the post course survey will agree or strongly agree that the impact of the course results in greater understanding of Middle Georgia State University's policies on Title IX/Sexual Misconduct issues of consent, sexual assault, relationship violence, sexual harassment, and stalking.</p>
<p>28. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>The target performance level of 80% or better reflects that the majority of the students who completed the prevention course and subsequently completed the post-course survey agree or strongly agree that the impact of the course results in greater understanding of Middle Georgia State University's policies on Title IX/Sexual Misconduct issues.</p>
<p>29. 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)</p>	<p>83%</p>
<p>30. SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.</p>	<p>Based on the analysis of the students' performance on this Student Learning Outcome, the Office of Title IX will continue to encourage and increase participation in the online prevention course among Middle Georgia State University students by continuing to set related goals via administrative assessments. Moving forward each academic year, the Office of Title IX will include an administrative assessment goal that reflects incremental increases in student completion of the USG-mandated prevention and</p>

Major changes to curriculum must go through the Academic Affairs process.)	education online courses among Middle Georgia State University students.
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Open Box for Assessment Comments

<p>34. In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).</p>	<p>During this assessment period of 2021-2022, the Office of Diversity, Equity, & Inclusion enhanced its institutional visibility through an increase in diversity, equity, and inclusion programming and initiatives. This achievement was particularly notable due to the increase in Title IX related matters that were also addressed in a department staffed with one member. The creativity that was implemented to achieve more visibility and to continue to serve the campus community with DEI initiatives will be used moving forward to increase the department's visibility even more.</p> <p>Moving forward, this department will continue to grow and develop via the institutional strategic plan to build sustainable programs and initiatives that serve the campus community's education and awareness both short-term and long-term on diversity, equity, inclusion and Title IX. As the institution's new strategic plan is shaped moving forward, the strategic plan for DEI and Title IX will also incorporate institutional goals and priorities for the campus community.</p>
<p>35. Optional Open Text Box for Assessment Comments:</p>	
<p>36. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to assessment@mga.edu when you submit this form with your Department name and program in the subject line.)</p>	<p>While the unit did increase the number of in-person programs, the attendance desired at each event may have been affected by Covid and the effect of Covid on campus presence at the time of the in-person events.</p>

MGA's Strategic Plan

<p>31. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below.</p>	<p>Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience, Own Student Success 4. Expand student engagement and experiential learning</p>
<p>32. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions</p>	<p>Process Changes: Improve, Expand, Refine, Enhance,</p>

are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)	Discontinue, etc. Operational Processes
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Other

33. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc.)	N/A
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