

1 . 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.)

Students attended a virtual growth mindset workshop presentation that included a discussion on how a growth mindset supports a diverse environment. Included in the workshop were the following topics: 1. the relationship between a growth mindset and creating a diverse environment; 2. how a growth mindset assists in recognizing attitudes and behaviors; 3. opportunities to grow and learn how a growth mindset helps to create a sense of belonging; 4. strategies for using a growth mindset to create a welcoming environment.

1 . 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....)

At least 100 students will gain at least four (4) practical strategies on how to implement a growth mindset that creates a welcoming environment.

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

The target number of at least 100 students gaining at least four (4) practical strategies makes implementation of the strategies simple as well as easy to remember and to complete by the students

1 . 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)

90

1 . 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

2 . 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?

Moving forward, the unit has already set plans to expand student engagement and co-curricular learning about different perspectives, cultures, and identities as sponsored by the unit and in collaboration with other units across the campus community.

Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience

3 . 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)

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3 . 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.

Assessment results are used in the unit to evaluate how to continuously improve student engagement with the unit. For example if assessment results indicate that the unit did not meet a particular goal, then the unit evaluates what methods were used in the past and present that were successful or not. As a result of what is determined to have worked or not worked in the past, then moving forward, the unit can evaluate whether the same or different methods need to be implemented in the future. The ultimate goal of each assessment in the unit is to drive student engagement and campus presence. The unit is continuously collaborating with other units to develop the best practices to drive student engagement and learning.

3 . 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 1: Students employed as Housing & Residence Life staff will be able to demonstrate that they can recall at least one Campus Culture of Professionalism/Title IX related concept, idea, or definition after attending annual training to enhance their positions as professional and Title IX- informed employees. SLO 2: Students who attend the Hispanic American Heritage, Global Diversity, or Women's History events in support of building a shared campus culture and community will be able to demonstrate that they can recall an educational concept specific to the event that they attend. SLO 3: Students who complete the new Vector Solutions Sexual Assault Prevention for Undergraduates course will be able to demonstrate that they understand the definition of "consent" and the importance of obtaining "consent" before engaging in sexual activity with another person under the Title IX/Sexual Misconduct policy. SLO 4: Students who complete the new Vector Solutions Sexual Assault Prevention for Undergraduates course will be able to demonstrate that the impact of the course results in greater understanding of Middle Georgia State University's policies on Title IX/Sexual Misconduct issues.

3 . How do academic and student support assessments contribute to a culture of continuous improvement and a commitment to excellence in education and student services?

These assessments encourage units to evaluate the methods used to fulfill their goals. As a result, units can develop best practices of methods to use to drive excellence in education and student services supported by evidence-based decisions.

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