The Georgia Academy and Dual Enrollment (DE)

Academic Affairs
Administrative Unit Assessment
FY 19 (July 2018-July 2019)

Department and Assessment Report Information

Prepared on:8/2/2019 9:35:20 AM	**By:david.fuller@mga.edu**
For which department or area are you reporting?	**The Georgia Academy and Dual Enrollment (DE)**
What is the name and MGA email address of the person responsible for this report?	**David Fuller** **david.fuller@mga.edu**

Departmental Mission and Goals

The mission and goals of the department should be consistent over a 5 year period, although some institutional changes may necessitate and prompt a change in mission or goals for specific departments. In this section, you will report the mission statement for your department as well as the long term goals (5 year range) for the department.

What is the mission statement for this department/area? Your mission should explain why the department/area exists and who it serves.	The Georgia Academy and Dual Enrollment (DE) program seek to engage, develop, retain, and provide linkage resources for goal-oriented students working towards finding their Greatness.

What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.	Dual Enrollment (DE) and Georgia Academy Goals (1) Increase student enrollment and credit hours taken by students. (2) Increase stakeholder confidence through effective advisement, face-to-face contact with counselors, and maximum communication availability. (3) Increase student awareness of resources and tools available to assist them in maximizing academic success. (4) Increase funding application completion rate for all students. (5) Improve student satisfaction with Academy program through improved student activities, leadership, and assistance and linkages to reach transfer institution goals and scholarship opportunities.

Objectives
Each year, every department should identify objectives the department hopes to accomplish in the next year. These should align with departmental goals and the MGA strategic plan. In the next section you will be reporting on the objectives you set and whether or not you achieved them in FY19. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY20.

Objective 1

Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	We will increase student enrollment in dual enrollment classes by 5% this academic year.
Objective 1: How did your department measure this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Data provided by WAD reports.
Objective 1: What was your target outcome for this objective? (i.e., 80% participation, 5% enrollment growth, 7% change in engagement)	The target outcome was a 5% increase in student enrollment from the previous academic year.
Objective 1: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	There was a 1% decrease in students enrolled from the previous academic year.
Objective 1: Did your department meet this objective?	The department did not meet this objective.
Objective 1: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	We learned that the qualified students applying for and gaining admission into MGA are not being admitted early enough so they can register for desired classes. We will work closely with admissions and high schools to help ensure applications are completed early enough to allow students time to get desired classes.

Objective 2

Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Increase the funding application completion rate for dual enrollment students.
Objective 2: How did your department measure this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Spreadsheet report generated through monitoring data entry for processing funding applications.
Objective 2: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)	An increase in the number of funding applications completed before the end of the semester.
Objective 2: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	There was a 2.6% decrease in students who completed the funding application before the end of the semester from the previous academic year.
Objective 2: Did your department meet this objective?	The department did not meet this objective.
Objective 2: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	This occurred because students were admitted into the program and registered for classes before completing the application process and attending orientation to learn about the funding application requirements. This will not happen again. Students will not be able to take classes before completing the entire application and admissions process.

Objective 3

Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Increase student credit hours taken in dual enrollment this academic year.
Objective 3: How did your department measure this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Data provided by WAD reports.
Objective 3: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)	The target outcome was an increase in student credit hours taken from the previous academic year.
Objective 3: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	There was a decrease in the number of credit hours taken by dual enrollment students this academic year.
Objective 3: Did your department meet this objective?	The department did not meet this objective.
Objective 3: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	The number of credit hours students take is based on the scheduling designed by the high schools and their ability to get to and from MGA and the high school campus. This may not be a realistic expectation based on limiting factors.

Objective 4

Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Increase student awareness of resources and tools available to assist them in maximizing academic success.
Objective 4: How did your department measure this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Attendance at new student orientation.
Objective 4: What was your target outcome for this objective? (i.e. 80% participation, 5% enrollment growth, 7% change in engagement)	We had 80% participation by dual enrollment students.
Objective 4: At what level did the department/area achieve on this objective? (This should be a number, i.e. 82%, 6%, 345 attendees, 75% engagement)	There was 55.95% participation at orientation sessions specifically designed for dual enrollment students.
Objective 4: Did your department meet this objective?	The department did not meet this objective.
Objective 4: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	Students who attend dual enrollment classes held on high school campuses, tend to not participate in orientation sessions. Contact with stakeholders and stressing the importance of attending orientation sessions increases the chances of compliance with requests for participation. We need to develop and deliver orientation sessions where all students can attend. We are currently exploring an online orientation for this purpose.

Future Plans

Please identify at least four measurable objectives for the next fiscal year. In listing the objectives, please use the format shown in these examples.1) The Department of X will improve services levels by 5% as measured by our satisfaction survey. 2) The department to X will provide training in ABC for at least 73 MGA faculty and staff.	(1) The Georgia Academy and Dual Enrollment will increase student enrollment by 3% as measured by the Banner WAD reports. (2) The Georgia Academy and Dual Enrollment will improve student satisfaction with programs through improved student activities, leadership, and assistance and linkages to reach transfer institution goals and scholarship opportunities as measured by our satisfaction survey. (3) The Georgia Academy and Dual Enrollment will increase student awareness of resources and tools available to assist them in maximizing academic success as measured through orientation sessions. (4) The Georgia Academy and Dual Enrollment will increase funding application completion rates.
Based on this assessment, please share your thoughts on the current status and future direction of this department or area.	The Georgia Academy and Dual Enrollment (DE) Continued partnerships with local schools have been effective in identifying qualified students for the program. We need to further explore opportunities for additional support for students to participate in the program. For example, students without transportation cannot participate in the program. High school visits have proven to be effective. Examples include informing high school counselors of class availability, deadlines, and early advising and registrations. One-on-one meetings with students and high school counselors for advising. MGA has designed orientation sessions specifically for dual enrollment students and parents, which have been well-received for the interactions and information provided. These sessions provide opportunities for strengthening relationships between stakeholders and the MGA community. The students are also connected with schools within the university through faculty mentors to further immerse them in the major and/or area of interest. Student involvement in leadership positions, volunteer and extracurricular opportunities within the program as well as the institution enhances their academic and interpersonal skills. As residential students, there are multiple opportunities that help strengthen their soft skills. Participation in honors classes and research opportunities provided by the institution builds personal relationships with

	instructors and provides academic rigor. Our future direction should include an increase in marketing and recruiting outreach. For example, high school visits maximize recruiting opportunities for events sponsored by MGA such as Elite Scholars Day. We need to develop a strategy to partner graduates of the Georgia Academy and current students (and other stakeholders) to participate at high schools in major recruiting events. Strengthening the partnership between MGA, high school partners, and graduates of the Georgia Academy can help us to recruit students to continue the long tradition of academic excellence.

Form run:
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