Dual Enrollment

Division of the University: Academic Affairs

Administrative Unit Assessment Year Reporting: FY22 (July 2021 – June 2022)

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Department 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.

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

7. What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.	Goals: 1) Increase enrollment by x% in 3-years (by FY xx). 2) Increase student awareness of resources and tools available to assist them in maximizing academic success.

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 FY22. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY23.

Objective 1

8. 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 by 5% DE student enrollment this academic year.
9. Objective 1: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Attendance data provided by WAD reports.
10. Objective 1: What was your target outcome for this objective? (1.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.
11. Objective 1: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	Past performance data.
12. 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 6% increase in students enrolled from the previous academic year.
13. Objective 1: Did your department meet this objective?	The department exceeded this objective.
14. Objective 1: Improvement Plans and Evidence of changes based on an analysis of the results: 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

15. 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 to over 95% for dual enrollment students.
16. Objective 2: Detail specifically how your department measured 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.
17. Objective 2: What was your target outcome for this objective? (1.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.
18. Objective 2: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	Past performance data.
19. 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 were 98.3% of students who completed the funding application before the end of the semester.
20. Objective 2: Did your department meet this objective?	The department exceeded this objective.
21. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	Students will not be able to take classes before completing the entire application and admissions process.

Objective 3

22. Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Increase DE student awareness of resources and tools available to assist them in maximizing academic success through attendance at orientation.
23. Objective 3: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Attendance at DE student orientation.
24. Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	We targeted 30% participation by DE students.
25. Objective 4: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	Past performance data.
26. 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 18.8% participation at orientation sessions specifically designed for DE students.
27. Objective 2: Did your department meet this objective?	The department did not meet this objective.
28. Objective 2: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?	Students who attend DE 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.

Objective 4

29. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.	Increase by 5% student credit hours taken in DE classes this academic year.
30. Objective 4: Detail how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort)	Data provided by WAD reports.
31. Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)	The target outcome was a 5% increase in student credit hours taken from the previous academic year.
32. Objective 4: Provide details for your target performance level established (i.e., accreditation requirement, past performance data, peer program review, etc.)	Past performance data.
33. 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 a 5.5% decrease in the number of credit hours taken by DE students this academic year.
34. Objective 4: Did your department meet this objective?	The department did not meet this objective.
35. Objective 4: Improvement Plans and Evidence of changes based on an analysis of the results: 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.

Future Plans

36. Please identify and detail three to 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 of X will provide training in ABC for at least 73 MGA faculty and staff.	(1) The Dual Enrollment program will increase student enrollment by 3% as measured by the Banner WAD reports. (2) The Dual Enrollment program will increase funding application completion rates to over 95%. (3) The Dual Enrollment program will increase student awareness of resources and tools available to assist them in maximizing academic success as measured through orientation sessions survey. (4) The Dual Enrollment program will increase credit hours taken this year by 5%.

Open Box for Assessment Comments

37. In this field, please document the overall use of assessment results for continuous improvement of this department area (consider the past, present, and future and specifically address these in your narrative).	The Georgia Academy was discontinued in its most recent incarnation, and data collection was not possible because there were only four students enrolled in the program. The Georgia Academy is undergoing a redesign; classes will resume later. The goal of the data analysis for the dual enrollment program is to compile findings that demonstrate how effective the present practices, policies, and frameworks are. The dual enrollment program's data analysis demonstrates both the system's accomplishments and its shortcomings. This data will be employed in the process of ongoing improvement.
38. Optional Open Text Box for Assessment Comments:	The new state regulations placing a cap on the number of credit hours dual enrollment students can take and lower entrance requirements by Central Georgia Technical College has impacted the dual enrollment program.
42. If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.	N/A

MGA's Strategic Plan

39. 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. (Check all the apply)	Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience, Own Student Success 3. Develop academic pipelines and expand degrees, Build Shared Culture 7. Cultivate engagement with its local communities
40. Please indicate which of the following actions you have taken because of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area) (Check all the apply)	Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc. Operational Processes, Customer Service Changes: Communication, Services, etc.

Other

41. 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.)	House Bill 444 which took effect in the summer of 2020. The measure restricts dual enrollment at universities to high school juniors and seniors, and in rare circumstances, sophomores. It also limited the number of dual enrollment credits at 30 hours.
43. Mindset Update (Academic Deans ONLY)	N/A