Middle Georgia State University Administrative Assessment

Instructions. This form is used to collect administrative assessments for each budgeted unit at Middle Georgia State University (academic and nonacademic units). Departments should include a brief mission statement (describing what they do and who they serve), goals the department or unit is working to accomplish (in a 5 year time frame. Your goals and objectives should be reported out individuals, linked to the plan imperatives and strategies, align with the measurable objectives from the previous year , and defined and measurable objectives for the upcoming year. This form should be completed by each budgeted unit no later than the end of July. NOTE: All fields are required, please place NA or O in response field ONLY if the numbered objective 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_Administrative_Score_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 Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

heather.mcintosh@mga.edu

Q2. Who is the person responsible for this report?

Dr. Heather McIntosh and Dr. Mary Roberts

Q3. For which year are you completing this report?

- ● FY 23 (July 2022-June 2023)
- ○ FY 24 (July 2023-June 2024)
- ○ FY 25 (July 2024-June 2025)

Q4. To which division of the University is your unit assigned?

- ○ Office of the President

○ Advancement

○ Academic Affairs

○ Fiscal Affairs

○ Enrollment Management

● Student Affairs

Q5. For which department or area are you reporting? (Ex. Financial Aid, Library, OTR, Athletics, etc)

> The Center for Career & Leadership Development

Q6. 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, report the mission statement for your department.

> Our mission is to provide innovative, student-centered services, programs, and connection opportunities that prepare and empower students to identify, build, and articulate career and leadership competencies needed to enhance their local and global communities as professionals, leaders, and lifelong learners.

Q7. What are the goals for this department? These should be the "big things" the department/area intends to accomplish within 5 years.

> 1. Increase Center outreach to academic areas to support student participation in career development and student leadership programs. 2. Expand student access and participation in internships. 3. Prepare students for a global workforce through Student Leadership Programs focused on the NACE Career Competencies. 4. Use technology to increase student access to career development resources across the five campuses and online. 5. Create a culture that supports early and frequent career, professional, and leadership development preparation for students.

0. 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 FY23. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY24.

8. Objective 1: What was this department's first objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.

> The CCLD will conduct infomercials/presentations about programs and services for 25 undergraduate classes by May 2023

9. Objective 1: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)

Tracking presentation requests in Jotform, Handshake, or Outlook

10. Objective 1: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)

To present on our services to at least 25 unique classes

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

Past data on number of presentations

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)

We presented to 27 unique classes in FY 23, which is 8% higher than the goal objective

13. Objective 1: Did your department meet this objective?

○ The department did not meet this objective.
◉ The department met 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 we may be able to receive even more faculty requests when they are still in the planning stages of their courses the following semester. Accordingly, we plan to promote CCLD class presentations even sooner before the semester starts when faculty are solidifying their syllabi. We will also improve methods to better streamline presentation requests we receive from multiple channels. Going forward, all presentations will be reported into Handshake using a specific format for easy tracking. Additionally, we learned that while many faculty do like us coming in for brief infomercials, many faculty also like us to do tailored presentations on specific career development topics that fit learning objectives for that particular course. Lastly, we learned that we could not rely as much on being able to present to the same classes or with the same instructor as sometimes the faculty member no longer taught that course, no longer worked at MGA, only taught online classes now, or were teaching the same group of students already presented to. For this, we will do even more targeted outreach for type of courses taught by using lists we have received from IR of specific courses (e.g. freshman courses, senior capstone courses, etc.) in addition to following up with faculty that have invited us to classes in the past. We're also missing opportunities to reach students in online and hybrid classes that can't invite us to class, so we are looking into ways to add career information over time through D2L that could be shared with faculty who want it.

15. Objective 2: What was this department's second objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.

Student Leadership Programs will engage at least 160 students in the Student Leadership Programs (Knights LEAD, Emerging Leaders, iLEAD, and the Student Leadership Conference) by May 2023

16. Objective 2: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)

Tracking attendance for each session, as well as the spring 2023 Student Leadership conference

17. Objective 2: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)

160 student engagements for any area of our leadership programs

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)

102 unique students engaged in at least one of the Student Leadership Programs (Knights LEAD, Emerging Leaders, iLEAD, and the Student Leadership Conference)

20. Objective 2: Did your department meet this objective?

◉ The department did not meet this objective.

◯ The department met 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?

Knights LEAD and Emerging Leaders bi-weekly sessions for 2022-23 were based on guest speaker presentations. We discovered that after a while these sessions became repetitive, leading to loss of interest on the part of the students. The programs have been restructured for 2023-24 to address this problem. The sessions for the upcoming year will be a combination of interactive roleplaying case study sessions and even these will be broken up by the inclusion of a resume writing workshop and a leadership style assessment workshop. We also learned that the majority of the students that completed the first semester of the program did not return for the second semester, most of them citing a lack of time for bi-weekly sessions. To address this the second semester of the program has been restructured so that the students are now only required to attend either 3 or 4 big events: the Student Leadership Conference, a service day, and two new programs - a Student Leadership Challenge, and a trip. At the time of this writing the trip is still in the planning stages and it is not guaranteed that we will be able to do it. We also find that we have participation melt after the kick-off events so continuing to increase the number of students who participate in Knights LEAD & Emerging Leaders should help as well. iLEAD's number have remained stable because their work is attached to a stipend and students go through an interview process. For the conference, 143 students registered but only 58 attended due to weather and typical attendance melt. We will continue to focus on increasing registrations since we have experienced about a 50% melt each year. In addition, 70% of registrations are coming from the Macon campus only so we are working on an additional event, the Leadership Challenge, to offer something on the Cochran campus. We have learned that offering transportation does not increase participation. We anticipate that the new event will increase the reach of the Student Leadership Programs because of its interactive format and accessibility to students in Cochran.

22. Objective 3: What was this department's third objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.

The CCLD will increase the number of students completing at least one career assessment in Focus 2 by 25%.

23. Objective 3: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)

Pulled aggregated report from Focus 2 on users who completed at least 1 assessment between July 2022-June 2023.

24. Objective 3: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)

Target outcome was to have at least 181 new users take at least one assessment in Focus 2 during FY 23.

25. Objective 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Increased class presentations and inclusion of Focus 2 in the FYS module

26. 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)

Instead of a 25% increase in students completing at least one career assessment in Focus 2 (36 more students than previous year), we experienced a 434% increase (485 more students than previous year). For FY 22, we totaled 145 new student users and for FY 23 we totaled 630 new student users.

27. Objective 3: Did your department meet this objective?

○ The department did not meet this objective.

○ The department met this objective.

◉ The department exceeded this objective.

28. Objective 3: 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?

Over the past year, Focus 2 was promoted at orientations by the academic advisors and was also embedded into FYS modules that incoming students look through, creating more visibility to this resource as well. With USG starting the Stepping Blocks initiative, we have now had to switch our emphasis during orientation, convocation, and the Student Success Festival but will continue to offer both resources to students.

29. Objective 4: What was this department's fourth objective for this fiscal year? Objectives should be specific, measurable, and achievable within one year.

The CCLD will use a new internship reporting form to collect data from at least 50 students completing internships from Summer 2022 to Summer 2023.

30. Objective 4: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)

At least 50 students would report their internship in our new reporting portal, Experiences.

31. Objective 4: What was your target outcome for this objective? (1.e. 80% participation, 5% enrollment growth, 7% change in engagement)

A baseline of 50 unique student submissions

32. Objective 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

Initial goal set for launch of new reporting system to students

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)

The department had 79 internship submissions from 75 unique students between November 1, 2022 (day of official launch) to June 2023, which is 50% higher than the initial goal.

34. Objective 4: Did your department meet this objective?

○ The department did not meet this objective.

○ The department met this objective.

○ The department exceeded 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 launching of our new internship reporting portal has been very successful. We learned that incentivizing students to meet with us after reporting and then providing them with a graduation cord enticed more students to report. Conversely, reporting their internship also allows them to be spotlighted on social media as well, which not as many students seemed as interested in. Going forward, we will increase marketing efforts about Experiences and the cord incentive and identify academic departments that will partner with us to require their students to report their internship through the portal. We also learned that the reflection meetings for those who wanted the cord has provided us with a good way to assess learning outcomes for internships and will look at that instrument to determine updates.

36. 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

☐ Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets

☐ Own Student Success 3. Develop academic pipelines and expand degrees

☑ Own Student Success 4. Expand student engagement and experiential learning

☐ Build Shared Culture 5. Attract talent and enhance employee development and recognition

☐ Build Shared Culture 6. Sustain financial health through resourceful fiscal management

☐ Build Shared Culture 7. Cultivate engagement with its local communities

37. Please indicate which of the following actions you have taken as a result 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)

☑ 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 Assistanceion 3

☑ 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 [   ]

38. 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.

In the CCLD, we use assessment to continuously improve the services and resources that we provide students. Our assessment practice includes using Handshake to track all student career appointments and career event participations as well as student leadership program participations. We have used this process consistently since Fall 2020. Most recently, we used this data to show the increase of student traffic in the Cochran office and the career engagement that occurs when we go to the Eastman campus. After reporting a two year increase, we were approved to hire a career staff member for Eastman. We also analyze attendance numbers from our career fairs to determine which groups should be emphasized in our student outreach. For instance, in fall 2022 and spring 2023, we targeted online students in the School of Business because they were not attending the career fair in proportion to the opportunities offered to them at the career fair. With increased outreach, attendance numbers gradually increased both semesters. We have also surveyed employers and students after career fairs. While we need to do more with this data to make improvements, we have used the employer surveys to identify gaps with student preparedness. For instance, we added Professional Checkpoint Day at the School of Aviation to address comments we received from employers about students not bringing resumes to the career fair. For the All Industry Career Fair, staff observation and employer comments on assessments also were used to create an professional padfolio incentive to encourage students to wear business attire at the career fair. In Fall 2022, we implemented a process for tracking internships since the institution has not had a centralized process for this in the past. We also gathered information regarding student learning from these experiences. Moving forward, we want to use that information to market the value of internships to students. We can also use the information from the student reflection surveys when working with employers who are wanting to create internship programs for students. For the Student Leadership Programs, we have used assessment to track student participation and student completion as well as student learning in the programs. Since the program started in 2019, we have consistently seen student participation decline in the spring. To address this issue, we are doing all sessions in the fall and limiting the spring to four activities. In addition, student participation has been greater on the Macon campus so a new leadership event will be added in spring 2024 to provide Cochran students an opportunity to participate in a leadership activity if they are not interested in traveling to the conference. To assess learning from the students in the Student Leadership Programs, we have surveyed students at the end of the program to share what they have learned but have not had a good way to assess their learning throughout the program in a more specific way. We are currently looking at ways to implement something more consistent for Fall 2023. We would like to have more time to use assessment results to implement more improvements and will look at ways to do that more often as a team in the future.

39. 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)

USG Momentum Year, USG High Impact Practice Initiative, Complete College Georgia

40. 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.

• The CCLD will increase the number Experiences internship reporting by at least 25% (FY 2023 = 75) • The CCLD will increase the student response rate on the First Destination Survey to 40% for the December 2023 and May 2024 graduate surveys. (May 2023 = 35%) • The CCLD will increase student registrations for the Student Leadership Conference by 10% (FY 2023 = 142). • The CCLD will increase participation in Emerging Leaders & Knights Lead by 20% (FY 2023 = 39).

41. Optional Mindset Update (Academic Deans ONLY) Please provide an update on the implementation of your school based mindset plan/strategy. Include any adjustments to metrics for the FY23 as well as outcomes associated with your appraisal of your schools activities.

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