Title.

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 Faculty Affairs Manager to secure a custom link to edit and resubmit.

Q1. Submitters Email

benita.muth@mga.edu

Q2. Who is the person responsible for this report?

Dr. Benita Muth

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)

English

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.

The English Department's mission is to prepare graduates to be reflective professionals with an exceptionally strong content knowledge in English, a commitment to their chosen profession, a willingness to engage in professional development long after they graduate, and a desire to use their expertise to provide service within diverse communities.

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

A) Grow enrollment in our programs with purpose. B) Increase student success. C) Foster efficient progression to timely graduation.

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 FY24. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY25.

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 Department of English will analyze enrollment in our English B.A. concentrations and increase overall program enrollment by 2%, with special emphasis on recruiting for graduate programs

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)

Enrolled English majors (B.A. in English) and students enrolled in English graduate programs, comparing fall 2022 to fall 2023

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

2% enrollment growth in the B.A. in English and graduate enrollment

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)

Overall, 10.85% enrollment growth – 212 in Fall 2022, 235 in fall 2023; BA in English – 2.05% growth – 146 in Fall 2022, 149 in Fall 2023; Graduate (MA and Certificate): enrollment increase 30.3% – 66 in Fall 2022; 86 in Fall 2023 Enrollment in English BA concentrations: Literature: decrease -38% (13 in Fall 2022; 8 in Fall 2023) Creative Writing: growth 33.33% (30 in Fall 2022; 40 in Fall 2023) Prelaw: decrease -25% (8 in Fall 2022; 6 in Fall 2023) Professional Writing: growth 14.29% (14 in Fall 2022; 16 in Fall 2023) Secondary Education: decrease -48.14% (27 in Fall 2022; 14 in Fall 2023) Generalist: increase 20.37% (54 in Fall 2022; 65 in Fall 2022) Enrollment in graduate programs: MA: increase: 6.12% (49 Fall 2022; 52 Fall 2023) Graduate Certificate: growth: 21.42% (17 in Fall 2022; 34 in Fall 2023) Technical Writing and Digital Communication: 22* Teaching College Writing: 9* / ** Creative Writing: 3** *includes students taking this as a 2nd degree (which chairs and deans dashboard does not – only counts the 8 doing it as a single degree)

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 continued to sustain growth in English enrollment, with continued growth in the English BA (although more modestly than in the past few years). Several concentrations showed growth, with increases in Professional Writing, Creative Writing, and Generalist concentrations. The decrease in the literature concentration is expected, as this concentration will be eliminated in Fall 2024 and we have not been promoting it. Other concentrations that decreased include Prelaw and Secondary Education. We will continue recruitment and advising strategies, especially for Secondary Education. After a slight decrease last year, Graduate growth increased both overall, a focus of our objective, and in each individual pre-existing program (MA CertTWDC). Two new Graduate Certificates were in their first semester in Fall 2024 and added to departmental graduate growth. We will continue to use outreach strategies such as information sessions and targeted advising to promote additions of graduate certificates. We look forward to a closer relationship with Admissions to benefit from their recruiting expertise.

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

The Department of English will lower D/W/F rates in English Department courses (ENGL, PFWR, and CRWR) by 1%.

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)

DWF rates in 1000-4000-level English (ENGL) classes, Creative Writing (CRWR) and Professional Writing (PFWR classes)

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

Lower DWF rates by 1%

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)

Overall: 29.49% (summer, fall, and spring) (vs. 29.47% in 2022-23) ENGL: 30.08% (vs. 26.02% in 2022-23); CRWR: 15.21% (vs. 17.17% in 2022-23); PRWR: 20.83% (vs. 17.24% in 2022-23); ENGL 1101: 35.03% (vs. 35.36% in 2022-23); ENGL 0999: 45.65% (vs. 43.03% in 2022-23)

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?

We did not meet our objective in 2022-23, with a slight (-.02%) decline. In an effort to improve DWF rates, we are participating in the USG POISED initiative to improve success rates in ENGL 1101. As part of our POISED initiative, we will focus on the following: student success in faculty annual evaluations; restructuring the common final exam; creating approachable faculty personae, professional development support; early alert processes; and Writing Center engagement.

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 Department of English will improve year-to-year retention rates by 2%

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)

Fall to fall retention rates

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

2% improvement in retention rates

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

Past performance data

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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)

Between the graduate and undergraduate programs, retention was 67.12%, improved by by 4.88% In the English BA, retention improved 9.88%, from 57.84% in 202108-202208 to 67.5% in 202208-202308. Overall, graduate retention was 16%, a -4% decline from 16.79% from 202108-202208. In the MA in Technical and Professional Writing declined by -9%, with 68.18% [15 majors] retained, down from 75%, and in the Certificate in Technical Writing and Digital Communication, an increased by 25%, up to 50% retention (2 majors retained; up from 40% in 202108-202208).

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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.

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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?

We had a positive year in retention. Although the improvement was less than in previous years, English as a whole shows a positive retention trajectory. In particular, retention in the BA in English increased after a slight decline in Fall 2021-2022. While graduate retention declined slightly, enrollment continues to grow. Our efforts at building relationships with new freshmen and strong advising are bearing fruit with undergraduates. We need to continue our practices of strong advising with graduate students as well as address any instructional issues in key classes.

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

English baccalaureate students who entered MGA as freshmen will graduate with fewer than 135 credit hours; English baccalaureate students who entered MGA as transfer students will graduate with fewer than 145 hours

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)

Credit hours to graduation in the English B.A.; time to degree for graduate programs

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

Average credit hours at B.A. graduation below 135 hours; average time to graduate degree three years or less

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)

Average credit hours at BA graduation for those who entered MGA as freshmen was 132.38, under our target of 135 credit hours. Average credit hours at graduation for all BA students at graduation, including transfer students, is 139. 67. Average time to graduation for Graduate Students was 1.62 years, under the 3-year target. Average time to graduation for MA students was 1.74 years (credit hours at graduation for MA students was 31.15 for 30 hour degree). Average time to graduation for Graduate Certificate students was 1.68 years (average credit hours at graduation for graduate certificate in technical writing and digital communication was 27 hours). Both of these degree programs were under 3-year target Note: while the Graduate Certificate in Technical Writing is a 15-hour degree, its courses align with the MA in Technical and Professional Writing. Frequently, students who graduate with both the MA and the Graduate Certificate delay graduation of the certificate until they have fully completed MA (and accumulate "extra" hours for the MA), thus accounting for the average credit hours at graduation beyond what seems necessary for students in the Graduate Certificate in Technical Writing and Digital communication. This year, 8 of 10 graduates from the Graduate Certificate in Technical Writing and Digital Communication also graduated with the MA in Technical and Professional Writing and received both degrees in the same semester.

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?

> Our MA students continue to graduate with impressive efficiency, with the time to degree decreasing (MA time to graduation decreased to 1.74 years in AY 2023-24 from 2.71 years in AY 2022-23; Graduate certificate time to graduation decreased slightly to 1.68 years in AY 2023-24 from 1.7 in AY 2022-2023). Our flexible scheduling model continues to pay off. While graduate certificates also meet target for time to graduation, credit hours at graduation for graduate certificates is higher than one might expect for 15-hour degrees, this is because multiple students delay graduating with the certificate as they are completing it simultaneously with the MA. This shows the attractiveness of the stackable/embedded certificate for our students. The time to degree for the English BA also decreased slightly, to 132.38 hours in AY 2023-24 from 133.07 hours in AY 2022-23. We will continue to work with advisors and the new advising/mentoring system to make sure upper-level students are effectively advised.

36. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/strategic-plan/docs/Strategic_Plan_2023-2028.pdf) by checking all associated and relevant Strategies from the list below. (Check all the apply)

- ☑ Champion Student Success 1. Demonstrate standards of excellence in all academic programs
- ☑ Champion Student Success 2. Grow student engagement at all degree levels
- ☑ Champion Student Success 3. Expand enrollment and graduation
- ☐ Lead Innovation and Economic Opportunity 4. Ensure high-demand programs for workforce and career alignment
- ☐ Lead Innovation and Economic Opportunity 5. Use Center for Middle Georgia Studies to drive University outreach
- ☐ Lead Innovation and Economic Opportunity 6. Coordinate faculty scholarship and grant awards to build University reputation
- ☐ Build Culture and Identity 7. Plan, resource, and promote campus roles and identities
- ☐ Build Culture and Identity 8. Pursue great-place/college -to-work designation
- ☐ Build Culture and Identity 9. Promote culture of wellness throughout the MGA community
- ☐ Build Culture and Identity 10. Compete and win at the NCAA Division II level
- ☐ Sustain Fiscal Resilience and Brand Value 11. Apply data-driven accountability to all operations
- ☐ Sustain Fiscal Resilience and Brand Value 12. Maintain access, affordability and value for all students
- ☐ Sustain Fiscal Resilience and Brand Value 13. Grow and diversity streams of revenue

37. Please indicate which of the following actions you took as a result of the 2022/2023 Assessment Cycle **(prior 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 Assistance
- ☐ 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 indicate which of the following actions you will take as a result of the 2023/2024 Assessment Cycle **(current cycle)** (Note: These actions must be 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 Assistance

☐ 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 [   ]

39. Please provide a **comprehensive narrative** outlining how assessment results are utilized for continuous improvement in this field. Your narrative **should be of sufficient length and detail** to 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 last assessment cycle (2023), English met or exceeded in objectives 1, 3, and 4. Based on assessment data for 2023, we prioritized reducing DWF rates in core English classes, with a special emphasis on ENGL 1102, adding early alert measures and intervention for students who struggled early in the semester. This year (2024) we must continue to prioritize reducing DWF rates in core English classes for 2025. Our focus will be on ENGL 1101, as part of USG POISED Initiative (see next response). We will also continue to focus on student success in faculty annual evaluations, attendance reporting, early alert processes, Writing Center involvement, and more. In an effort to improve DWF rates, we are participating in the USG POISED initiative to improve success rates in ENGL 1101. We will also continue to focus on student success in faculty annual evaluations and to expand the systematization of Learning Support D2L class design, attendance reporting, early alert processes, Writing Center involvement and more. Additionally, we will continue to work to engage current students in the classes and to keep recruiting rates strong, with attention to new graduate certificate programs beginning in the next academic year 2024-25. As undergraduate advising moves to a centralized model with faculty mentors, we will work with advisors to ensure effective advising of all undergraduate English majors. INTIATIVE FOR 2025: Our primary assessment initiative the next academic year will be to decrease DWF rates in undergraduate English classes, with an emphasis on ENGL 1101. Our actions will include participation in the USG POISED initiative, with actions that include focus on student success in faculty annual evaluations and to expand the systematization of Learning Support D2L class design, attendance reporting, early alert processes, and Writing Center involvement and more. restructuring the Final Exam and faculty review of syllabi/early semester engagement to encourage their perseverance in the class.

40. 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)

CCG, USG HIP Initiative, USG Momentum, Low-Cost No-Cost Books

41. 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 Department of English will analyze enrollment in our new Graduate Certificates and English B.A. concentrations and increase overall program enrollment by 2%. 2) The Department of English will lower D/W/F rates in English Department courses (ENGL, PFWR, and CRWR) by 1%, with a special emphasis on success in ENGL 1101 3) The Department of English will improve year-to-year retention rates by 2%. 4) English baccalaureate students who entered MGA as freshmen will graduate with fewer than 130 credit hours; English baccalaureate students who entered MGA as transfer students will graduate with fewer than 145 hours.

42. 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.

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