



**Middle Georgia
State University**

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 Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

chris.tsavatewa@mga.edu

Q2. Who is the person responsible for this report?

chris.tsavatewa@mga.edu

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)

Office of the Provost

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 Office of the Provost oversees all academic matters at Middle Georgia State University. Our purpose is to build effective Schools that teach successful students while maintaining the highest academic standards.

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

Grow enrollment with purpose. Own student success. Build shared culture. Shape the academic program portfolio. Implement the academic strategy.

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.

Redesign and Coordination of Area B

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)

Project Completion - Development and Implementation of Updated 1 Hour Component of Area B "Perspectives" Courses and Hiring of Area B Coordinator

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

100% - Development and Implementation

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

The outcome level is based on an appraisal of the complexity of programmatic oversight, the criteria established internally and by the USG for Institutional Options area courses, and an analysis of best practices employed by peer institutions

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)

100%

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?

The Office of the Provost and institution as a whole realized the value of cross collaboration in the development and implementation of the Area B course redesign. The 1 hour course component had not be reviewed for redesign in over a decade. The workgroups attentiveness to student success and student engagement generated a critically needed resign that built harmony across the institutional requirement, supported the Area student learning outcome, and enhanced the 3 credit hour perspectives course. Through curriculum development, piloting, training, and implementation - the Office of the Provost and CETL set forth an initiative functionally enhance the learning environment of our students. As we move into the first full year of implementation, lessons learned based on the efforts of this workgroup include - (1) The need for and support for additional/new Area B/Perspectives courses to support meta-major alignment. (2) validates the need for additional instructional design staff (3) reinforces the roll of CETL in faculty development from lower level to higher level course design (4) reinforces the need for a dedicated Area B coordinator. Changes will include enhanced peer support for Area B build out and integration.

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

Develop Quality Academic Programming

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)

of Academic Programs developed and approved by Shared Governance

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

5 - as outlined Academic Programs in development outlined in the Academic Program Forecast and Academic Master Plan

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

Academic Planning Schedule

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)

100% (18 Programs) Doctorate in Public Safety (DPS) Master of Education in Curriculum and Instruction with a Focus in Literacy Graduate Certificate in Creative Writing Graduate Certificate in Teaching College Writing Bachelor of Science in Computer Science Physical Therapist Assistant Program Associate of Science in Computer Science Minor in Social Work Minor in Integrated Digital Media Minor in Education Music Production Minor Certificate in Spanish Certificate in Health Science Honors Pathway Certificate Certificate in Data Science Management Certificate in Computer Science Cybersecurity Certificate Certificate in Applied Behavior Analysis

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?

Our department's pursuit of comprehensive and strategic academic planning has yielded valuable insights and driven meaningful improvements over the past year. Through a thorough analysis of our efforts, we have learned several key lessons: **Data-Driven Decision Making:** We have recognized the paramount importance of data-driven decision-making in academic planning. By closely examining student enrollment trends, course evaluations, and faculty workload, we continue to gain a clearer understanding of our academic strengths and areas for improvement. **Alignment with Institutional Goals:** Our analysis has emphasized the necessity of aligning our academic planning initiatives with the broader goals and mission of our institution. This alignment ensures that our Offices efforts contribute effectively to the overall success of the institution. **Engagement and Communication:** We have learned that effective communication and engagement with stakeholders, including faculty, staff, and students, are crucial to the success of academic planning initiatives. Regular feedback and open dialogue have proven instrumental in refining our plans and garnering support. **Flexibility and Adaptability:** In the ever-evolving landscape of education, our analysis has underscored the importance of flexibility and adaptability in our planning processes. We must remain agile to respond to unexpected challenges and opportunities. Based on these lessons, we are committed to making specific changes in our academic planning efforts next year: **Enhanced Data Analytics:** We will invest in advanced data analytics tools and training to further improve our data-driven decision-making capabilities. This will help us better understand student needs, optimize course offerings, and allocate resources more efficiently. **Strategic Alignment:** Our department will work closely with institutional leadership to ensure that our academic planning aligns seamlessly with the broader strategic goals of the institution. This alignment will be reflected in our course offerings, faculty development, and resource allocation. **Stakeholder Engagement:** We will establish structured mechanisms for continuous engagement with faculty, staff, and students. This will include regular surveys, focus groups, and forums to gather input and feedback on our planning efforts. **Scenario Planning:** Recognizing the need for adaptability, we will develop scenario planning strategies to anticipate and address potential disruptions or opportunities in the academic landscape.

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

Improve effective teaching practice

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)

Survey Data

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

Meet the NSSE Average of Teaching effectiveness as reported by First Year and Seniors

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 and peer data analysis.

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)

NSSE Effective Teaching Practice Reported for Spring 2023 MGA 2023 (FY/SR)- (42.1/43.2) Peer AVG 2023 (FY/SR)=(37.9, 40.8) Exceeded Peer Avg by 4.2% for First Year Students Exceeded Peer Avg by 2.4% for Seniors Students

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?

MGA's recent achievement of exceeding the peer average by 4.2% for first-year students and 2.4% for senior students is a testament to the institution's commitment to delivering quality education. This success highlights several key lessons that can be drawn from our teaching practices. Firstly, it underscores the importance of personalized learning experiences. Tailoring education to meet the unique needs of both first-year and senior students has proven effective, and this approach will be further emphasized in the future. Secondly, the data suggests that an emphasis on student engagement and interaction is critical for academic success. To maintain this positive trend, MGA will continue to invest in fostering an interactive and participatory learning environment, both in-person and online. This includes encouraging faculty to explore innovative teaching methods and technology to enhance engagement. Lastly, the success of MGA's teaching practices demonstrates the value of ongoing assessment and data-driven decision-making. Regularly evaluating the effectiveness of our teaching methods and making data-informed adjustments will remain a core practice at MGA. As we move forward, we will also explore opportunities to share our best practices with peers and collaborate with other institutions to further elevate the quality of higher education. These lessons and proposed changes will help MGA continue to exceed peer averages and provide a high-quality education to our 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.

Improve first time full time retention for Bachelor Degree Seeking Students

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)

USG Retention Rate

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

Exceed prior year retention outcomes (54.4%)

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

Historical and Peer analysis

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)

MGA improved from 54.4% to 61.2% in 1st year retention (Fall 21 Cohort Retained Fall 22)

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?

MGA's remarkable improvement in first-year retention, rising from 54.4% to 61.2%, is a testament to the institution's dedication to student success. This substantial increase highlights several valuable lessons that can be drawn from our efforts. Firstly, it underscores the significance of early intervention and support for first-year students. Identifying at-risk students and providing targeted assistance, such as academic advising and mentorship programs, has proven to be highly effective in ensuring that students stay on track and continue their educational journey. Secondly, this improvement reflects the importance of a holistic approach to education. MGA has recognized that success in the classroom is closely intertwined with students' overall well-being. To sustain this positive trend, we will continue to invest in resources and services that address not only academic needs but also the emotional and social aspects of student life. This includes expanding student support services, enhancing extracurricular opportunities, and fostering a sense of belonging within the campus community. Lastly, this success demonstrates the value of data-driven decision-making and continuous improvement. MGA will maintain its commitment to regularly assessing retention strategies and refining them based on data insights. Sharing these lessons and proposed changes with faculty and staff will be instrumental in ensuring that MGA continues to improve retention rates and provide a supportive and enriching educational experience for all students.

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 Office of the Provost, the utilization of assessment results for continuous improvement has been an integrated and comprehensive process that considers both past achievements, current practices, and future aspirations. We firmly believe that planning is not an isolated endeavor but rather a collaborative effort that involves interaction among various units. This collaboration is particularly evident in the planning process itself, as well as in the evaluation phase when applicable. Our commitment to integration extends to aligning program and unit priorities with institutional goals. This alignment ensures that the Office of the Provost's goals are in harmony with the broader mission of the institution. Moreover, this alignment is reflected in the allocation of resources, as the budget for both the institution and individual units is designed to mirror the institution's priorities. In terms of institutional effectiveness, our approach is comprehensive and focused on long-term sustainability. We have implemented strategic planning processes or their equivalents to chart our course for the future. At the institutional level, assessment is not seen as a sporadic exercise but as an ongoing practice that involves pervasive and broad-based involvement from stakeholders across the Office of the Provost. Each unit and program within the Office of the Provost has set clear outcomes and goals that directly relate to the institution's mission. This ensures that every facet of our work contributes to the overall success of the institution. We believe that this integrated and comprehensive approach to using assessment results is fundamental to our commitment to continuous improvement in the Office of the Provost, and it will continue to guide our efforts in the future in the drafting of academic master planning, academic forecasting, strategic planning, and budgeting.

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)

Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books

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.

Demonstrate Standards of Excellence in All Academic Programs: *Develop faculty expertise in A.I. and other emergent technologies. Grow Student Engagement at All Levels: *Expand and sustain First-Year Experience tailored for each campus Grow Student Engagement at All Levels: * Increase and assess the number, type, and quality of jointly coordinated AA/SA programs Ensure High-demand Programs for Workforce and Career Alignment: Expand Academic Programming

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.

NA

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

