



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

Q1. Submitters Email

paul.gladden@mga.edu

Q2. Who is the person responsible for this report?

Paul Gladden

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)

Department of Psychology and Criminal Justice

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 Department of Psychology and Criminal Justice is an intellectually diverse and collaborative community whose mission is to provide quality instruction to students in the fields of psychology, criminal justice, public safety, and sociology. All programs are designed to inspire and produce scientifically literate thinkers, professionals, practitioners, and scholars. We also support the general education mission of the university by teaching introductory courses in Psychology and Sociology in the core curriculum.

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

1. To consistently grow enrollment by at least 3% per year, on average, in the department. 2. Continue focus on resource efficiency (i.e., number/percentage of empty seats in course sections), while maintaining full B.S. in Psychology on 3 campuses- Online, Macon, and Cochran. Adapt offerings as needed to maintain resource efficiency and balance need for programs to be available in full on multiple campuses. 3) Continue to strengthen new Doctorate in Public Safety (e.g., number of faculty and academic rigor of program), leaning into faculty expertise to enhance graduate student scholarship for final written projects. 4) Enhance/maintain quality of education in our programs, while maintaining focus on student success (e.g., encouraging faculty to obtain Quality Matters certification/training for online instruction).

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 FY25. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY26.

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

Objective/goal 1 was to develop program assessment measures to assess SLOs for new Doctorate of Science in Public Safety (DSPS), including 2 tracks.

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)

We measured this by being able to administer assessment measures in 6 SFTY doctoral courses and being able to report the results (4 for the general program and 1 each, for the two existing tracks in the program). This required coordination with the DSPS faculty to decide on assignments that match the existing SLO statements.

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

100% development of assessment measures for the Doctorate of Science in Public Safety (6 assessments for 6 different SFTY courses).

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

100% development of assessment measures for the Doctorate of Science in Public Safety (6 assessments for 6 different SFTY courses).

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%-- we decided on 6 assessment measures for the DSPS program and are reporting the results for 2024-2025 AY.

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 its important to talk about assessment prior to beginning the teach of courses (e.g., 'reverse designing' some aspects of the courses for the purpose of assessment). We plan to continue to revisit the existing assessment measures and/or refine the SLO statements as needed to continue to improve the program--and the assessment measures of 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.

Objective/Goal 2 was to hire at least 1 new full- time Psychology faculty member. And, to continue to hire part-time faculty with an aim to reduce overloads as needed.

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)

The three parts were measured separately. Part 1 was measured by simply whether we successfully hired someone for the posted job ad for an Assistant Professor of Psychology. Part 2 involved measuring/considering both the number of PT faculty hires (which should theoretically reduce overloads) and by directly measuring the reduction in the number of departmental overloads compared to the prior year. Part 3 was measured by the number of new PT faculty in the department, in an effort to help reduce FT overload courses, starting in Fall 2024.

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

1. Hire an Assistant Professor of Psychology. 2. Reduce the number of overload courses by 20% across the department compared to the prior year-by comparing the overloads among the same existing/number of faculty across years for Fall 2024 compared to Fall 2023 (i.e., excluding overloads of the new FT faculty hires for the new Doctorate in Public Safety program because the program didn't exist in Fall 2023). The overload pay memos were compared between these two semesters. 3. Hire at least 3 PT faculty to help reduce overload courses taught by faculty and departmental administrators.

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

1. We needed a new Assistant Professor of Psychology to support the program. 2. We had been asked by hire administration to focus on reducing overloads (e.g., per accreditation standards, administration stated preference). 20% seemed like a reasonable reduction goal for a 1 year period. 3. 3 new PT faculty would help to reduce enrollment demand for overloads. For example, if 3 PT faculty were hired and taught 2 courses each, that's about 20% reduction in overloads (6 out of 31 overload course sections that were taught in Fall 2023).

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)

1. 100%: We successfully hired a (current/now former Senior Lecturer) as Assistant Professor of Psychology. Although this doesn't technically expand our number of faculty, it was a successful full-time hire for the position. 2. 100%: Based on the overload memos, there were 12 fewer overload sections taught by the same set of departmental faculty (and administrators) in Fall 2024 compared to Fall 2023. This is a 38.7% reduction in the number of course overloads taught. In addition, there were 6 "fractional" overloads in Fall 2023 and 4 "fractional" overloads in Fall 2024. These "fractional" overloads are courses paid to faculty per student up to 12 (e.g., Directed Research Courses and some low enrollment courses paid as a fractional overloads). Thus, there were even further reductions in the number of these fractional overloads. So, the 20% overload course reduction target was exceeded in Fall 2024. This was done intentionally, but also fairly across faculty and their preferences.

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 had substantial success in reducing the number of course overloads taught in Fall 2024 versus Fall 2023. There were 12 fewer course overloads in the department in Fall 2024 compared to Fall 2023, excluding the new DSPS faculty (for the new doctoral program) and ignoring the fractional overloads that were also reduced. It's worth noting, however, that the number of overloads in Spring 2024 versus Spring 2025 appears to be the same number (no overall reduction). Part of the explanation for this is that there were 3 more SFTY courses offered/taught as overload course sections in Spring 2025 compared to Spring 2024. One thing learned is to be aware of changes in PT maximum workload allowed because it turned out that the department/departments chair could rely on increasing the number of courses being taught by some PT faculty (contrary the "hard" rule we had been told several years ago). We plan to aim to maintain these overload reductions (from Fall 2024) and to reduce them even further (particularly among administrators teaching courses in the department, as requested/required recently).

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

Objective/Goal #3 was to increase use of low-cost, "Knights Day 1 Access/First Day Inclusive Access" textbooks, particularly in Online Criminal Justice courses- to help maintain affordability/value for students, with the goal of 50% of CRJU courses adopting "Knights Day 1 Access" textbooks (in Spring 2024, the percentage was at 0% based on a conversation with the BNC bookstore manager). This could help our students have reduced costs for textbooks and ease of access to textbooks for our online CRJU programs.

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)

We measured this based on the number of CRJU course sections choosing Knights Day 1 Access textbooks in Spring 2025 (and prospectively for Fall 2025) out of the total number of CRJU course sections offered -- and compared it to the reported baseline of 0% from the prior year- in Spring 2024. The number of courses choosing KD1A in Spring 2025 was based on an email list from the bookstore manager (Ms. J. Kent).

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

The target was for at least 50% of CRJU course sections to choose KD1A textbooks for Spring 2025, excluding the internship course and independent study course (where no textbooks are typically required).

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

50% was a target made up by the department chair who was concerned by the 0% baseline reported by the bookstore across all CRJU courses in the prior year (Spring 2024). This was concerning because both the AS and BS programs in Criminal Justice are fully online programs (aside from rare lower-level offerings face to face).

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)

62.5% of courses chose Knights Day 1 Access in Spring 2025 (not including the Internship course or Independent Study course- capstone courses). Based on an email from the bookstore on Oct. 29th, 2024 about Spring CRJU courses, 15 courses were listed as selecting KD1A textbooks and there were 24 courses sections (not including CRJU 4930 and 4999) on the course schedule. $15/24=0.625$. Further, in a recent face to face conversation with the bookstore manager (Ms. Kent, personal communication), she reported that for this coming Fall 2025, all CRJU course sections will be using Knights Day 1 Access textbooks. So, in just over a year, we have evidently gone from 0% to 100% of course sections using KD1A textbooks. This is a positive development for 2 fully online programs.

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?

Given that the bookstore manager recently communicated to the department chair that all (100%) of CRJU course sections will be Knights Day 1 Access in Fall 2025, there's no further need for improvement. The department learned that clear communication of the benefit to students of having a Knights Day 1 Access textbook can have dramatic effects in a short period of time. The department chair believed this information had already been communicated effectively previously, but this was evidently not the case. The department will reiterate the cost-saving importance for KD1A textbooks to faculty (and to new faculty as they begin working with us).

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

Objective/goal #4 was to develop a "standards and process document and/or webpage for planning/implementation of DSPS students' final program/policy evaluation project, with DSPS faculty input/approval (e.g., project committee formation)."

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)

We measured this objective/outcome, based on the creation of a document that explains the process involved in the DSPS students' final evaluation project (e.g., explains committee formation along with a form created for that purpose, and the basic requirements/standards for the evaluation project).

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

Completion of this document and to share it with the 2 current 'cohorts' of students in the Doctorate in Public Safety (DSPS).

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

We aimed for completion of this document related to the process involved in the evaluation project and for forming the faculty committee involved with each doctoral student project and we aimed to share it with the 2 current 'cohorts' of students in the Doctorate in Public Safety (DSPS). This was established for clear communication to students about what to expect (e.g., to reduce student concern and uncertainty about that process).

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)

100% -- we completed the document and a related form for the formation of the doctoral committee. We shared both with DSPS students for communication and use.

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?

We will discuss if we should update our website with this information in the coming year or develop a plan for regular sharing/communication of this information with our DSPS students. We learned that communicating this information with students early in the program is important for reducing their uncertainty/anxiety about their upcoming final project.

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 2023/2024 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 2024/2025 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.

The department met or exceeded all 4 of its goals/objectives for 2024-2025. Based on the report above, we exceeded 2 of the goals and met the other 2 goals. The content experts (faculty) developed and decided on 6 SLO assessment measures (including 1 each for the two tracks) for the new Doctorate of Science in Public Safety-- and those assessments were implemented and reported on this year. We successfully hired an Assistant Professor of Psychology (from our current FT faculty). For a Fall 2024 start, the department chair also hired 5 new PT faculty (4 for PSYC and 1 for ABA/PSYC). And, we have a new PT faculty member starting for the DSPS/CRJU in Fall 2025. These hires helped enable a substantial reduction in course overload sections taught in the department in Fall 2024, compared to Fall 2023 (ignoring the new doctoral program). We *greatly* increased the use of low-cost, Knights Day 1 Access (KD1A) textbooks in CRJU courses (fully online programs)- to help maintain affordability/value for students. We went from 0% using KD1A textbooks in Spring 2024 among CRJU courses, to 62.5% KD1A in Spring 2025, and apparently to 100% using KD1A for CRJU courses in Fall 2025. And, we developed a document for DSPS students (and faculty) that describes/outlines the process of their final evaluation projects (e.g., committee formation and project development). In short, the state of the department is stronger than 1 year ago in terms of # of faculty. Across fields in the department, we have 3 PT faculty and have successfully hired new faculty to teach courses in the new Doctorate of Science in Public Safety. Updates on annual department goals/outcomes are presented to faculty at department meetings in August, leading to discussion about future goals and implementation.

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)

Low-Cost textbooks- encouraged Knights Day 1 Access textbooks within the department strongly in 2024-2025. USG High Impact Practice Initiative (e.g., CRJU internship/capstone course, optional PSYC internship course, required undergraduate research in senior capstone courses-e.g., Experimental Psychology course), , Complete College Georgia (emphasis on retention and graduation), USG Momentum (first year momentum year with 3 courses recommended to be taken in major).

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. 3% overall enrollment growth for our Department's programs. 2. To continue to improve the DSPS program--and the assessment measures of it, revisit the existing assessment measures and/or update/refine the SLO statements for the new Doctorate of Science in Public Safety, as needed. The Department Chair will discuss the current shared assessments and SLOs etc. with the new incoming DSPS Graduate Program Coordinator and have discussions/meetings with the DSPS faculty to affirm or update/refine our current assessments for each course. 3. Focus on encouraging students with a declared majors in the AS in Criminal Justice to also add the BS degree program in Criminal Justice as a second declared major (to encourage 4-year retention to obtain the BS degree after the AS degree). 4. Encourage/Pursue Quality Matters certification for at least 40% of Department's full-time faculty who teach online (6 out of 20 faculty=30%, including department chair, obtained this QM credential in 2024-2025)--and pursue/encourage at least 10% of Department's Part-time faculty (30 total) to obtain QM certification.

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 FY24 as well as outcomes associated with your appraisal of your schools activities.

43. Did you use any of the following resources to support your data collection, analysis, and planning efforts? Please check all that apply and/or list any others you utilized:

- ☐ MGA Dashboards
- ☐ USG Dashboards
- ☒ MGA Institutional Reports
- ☐ USG System-Level Reports
- ☐ MGA Internal Surveys
- ☐ USG-Administered Surveys
- ☐ Academic Program Reviews
- ☐ Strategic Planning Documents (MGA and/or USG)
- ☐ Enrollment Reports (term-over-term, year-over-year)
- ☐ Retention/Graduation/Success Rate Reprots
- ☐ Budget or Financial Reports
- ☐ Assessment Reports of Institutional Effectiveness Documents
- ☒ Faculty/Staff Workload Data
- ☐ Peer Institution Comparisons or Benchmarking Reports
- ☐ External Accreditor Data or Standards
- ☐ National or State Data Sets (IPEDS, NCES, Georgia Data System, etc.)
- ☐ Custom Data Requests (OIRDS or other offices)
- ☐ Other (please specify):

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

