



**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](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

donna.balding@mga.edu

Q2. Who is the person responsible for this report?

Donna Balding

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 Graduate School

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.

Establishment of new structure with new mission statement: The mission of the Graduate School is to provide centralized leadership for graduate education, research, and global engagement at Middle Georgia State University. By integrating graduate academic programs, the Office of Research & Sponsored Projects, and International Education, the Graduate School ensures high academic standards, fosters innovation, expands external funding, and promotes global awareness. Its purpose is to prepare students, faculty, and staff to contribute to a knowledge-driven economy and to thrive in an interconnected world.

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

1. Strengthen Student Experience & Success by enhancing support services, career development, and graduate student engagement opportunities. 2. Advance Academic & Research Excellence by expanding graduate programs, increasing faculty research capacity, and securing competitive external funding. 3. Improve Operational Effectiveness & Growth Capacity through centralized processes, articulation agreements, and innovative enrollment management. 4. Expand Community, Culture & Regional Impact by building partnerships, supporting faculty and student outreach, and elevating MGA's role in regional and global initiatives.

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.

The 2024–2025 assessment cycle was a transitional year, marked by the creation of the Graduate School and the integration of Graduate Studies, the Office of Research & Sponsored Projects (ORSP), and International Education. The first year objective was to create an organizational structure and plan, and relate those intentions to the University community.

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)

Achievement 1: Establishment of the Graduate School. The Graduate School was formally launched in January 2025, consolidating graduate programs, ORSP, International Education, and Online Learning under one leadership structure. This change ensures consistent policies, expanded student support, and clear alignment with USG peers. A detailed organizational structure was implemented, and a communication plan was executed with stakeholders to ensure transparency and buy-in. Measurable outcomes: 1) Launch/documented in university records, 2) Creation of related positions 3) Policy & Process Alignment 4) Communications with stakeholders.

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

>75% complete (100% launch of Graduate School, 100% creation/filling of new positions, 25% of Policy & Process Alignment, 100% communications with stakeholders)

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

Target performance was based on the expected change in structure: Highly likely to restructure based on AA communications, highly likely to create new positions and job descriptions, highly likely that the restructuring would be widely made known, and less likely that the work of reviewing and revising all policies and procedures would be completed in the first year.

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)

81% complete (100% launch of Graduate School, 100% creation/filling of new positions, 25% of Policy & Process Alignment (Consultant Policy Reviews), 100% communications with stakeholders). All subobjectives were met at the anticipated level.

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?

3 of 4 subobjectives were met. As for Policy & Process Alignment, a consultant was utilized for two months to review and make recommended changes to the Graduate Catalog and Office of Research & Sponsored Programs Procedures. Those recommendations are currently under review by the Graduate School Council and some policies have been rewritten and have been submitted to the CMS to move through shared governance for adoption.

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

Strengthen graduate program sustainability and enrollment through increase in programming and marketing of existing programs. Sustainability: 1) Conducted a program health review by interviewing program coordinators for all 16 programs. 2) Discussed potential new graduate programs to pursue. Enrollment: 1) Cooperated with Enrollment Management to facilitate any enrollment issues (Enrollment Task Force Meetings). 2) Reviewed any barriers in the admissions process.

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)

Sustainability: 1) Jobs completed. 2) Job completed. Enrollment: 1) Enrollment Task Force Meetings attended and follow-up completed. 2) Job completed.

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

Sustainability: 1) 75%. 2) 100%. Enrollment: 1) 75%. 2) 100%.

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

Expected a highly liked completion rate for program health review, discussion of new programs, and meetings to address admissions barriers. Due to competing obligations, it was expected that the leadership of the Graduate School, would be able to attend most, but not all meetings of the ETF.

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)

Sustainability: 1) 100% of Program Coordinators interviewed for program health. 2) 100%: new programs were discussed/planned on several occasions. Enrollment: 1) 90%: Attended all but one ETF meeting held after appointment to Dean Sp25. 2) 100%: Met with Admissions 3 times and regularly with Website managers to remove admission process issues. Graduate enrollment surpassed targets, with over 630 students enrolled by Spring 2024, representing 8% of total MGA enrollment, a Strategic Plan benchmark achieved ahead of schedule. Program expansion included the launch of the Doctor of Science in Public Safety (DSPA), which enrolled its first 22 students in Spring 2024, bringing the total number of graduate programs to 16 by 2025.

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?

For Enrollment Task Force Meetings, a newly hired (Fall 25) Graduate Enrollment Support Specialist will be able to keep the Graduate School abreast of any issues needing attention from the ETF, when conflicting events will not allow leadership to attend.

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

Increase faculty research capacity and external funding by expanding grant submissions and providing professional development in grant writing and sponsored projects.

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)

ORSP tracked staffing levels (Dean of Research, PT Grants Development Specialist, Graduate Assistantship). Counted number of offices occupied (2). Verified existence of an operational grant management database. Confirmed whether indirect cost recovery (F&A) contributed to the operational budget. Recorded Faculty Senate approval of ORSP/Grant Management policies. Logged campus-wide and directed outreach emails regarding grant opportunities. Counted faculty/staff development workshops on grant acquisition/writing. Confirmed whether 100% of ORSP staff received training. Tracked the number of federal, state, and private grant proposals submitted.

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

Staff the ORSP with at least 3 positions filled (Dean of Research, PT Specialist, Graduate Assistantship). Occupy 2 physical office spaces for ORSP operations. Establish and utilize a grant management database. Ensure the ORSP operational budget was supplemented by F&A recovery. Secure Faculty Senate approval of ORSP policies. Conduct regular outreach to campus via email. Deliver at least 3 faculty/staff workshops in grant acquisition/writing (50% increase over prior year). Provide training for 100% of ORSP staff in grant management. Submit at least 4 federal and 7 state/private foundation grant proposals.

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

Based on prior year benchmarks (2 faculty workshops, fewer proposals submitted), ORSP aimed to increase faculty development opportunities by 50%. Peer comparison with other USG State University sector institutions indicates sustainable ORSP growth requires a minimum baseline of 3–4 workshops annually and consistent federal submissions. Best practices in grant management emphasize staff training, operational space, and F&A-supported budgets as performance indicators.

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)

100% Staffing: Achieved – 1 Dean of Research, 1 PT Grants Development Specialist, 1 Graduate Assistantship. 100% Space: Achieved – 2 offices occupied. 100% Database: Achieved – operational database established (although we have a low-budget option (Excel)). 100% Budget: Achieved – indirect cost recovery (F&A) in place. 100% Policy Approval: Achieved – Faculty Senate reviewed/approved ORSP policies. 100% Outreach: Achieved – regular campus-wide and directed emails conducted. 100% Workshops: Achieved – 3 faculty/staff workshops delivered (50% increase). Staff Training: Achieved – 100% of ORSP staff trained. 100% Grant Submissions: Exceeded – 9 federal and 13 state/private proposals submitted, surpassing the minimum target (4 federal, 7 state/private).

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?

Expanding organizational capacity (staffing, space, database, and budget) is just as critical as increasing the number of grant submissions. Faculty respond positively when consistent outreach and professional development opportunities are offered and available, which was evident in the strong participation in workshops and the record number of proposals submitted. We also learned that investing in staff training and clear policies creates a foundation for compliance and sustainability, ensuring that growth in external funding is matched with sound operational practices.

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

Increase the number of distinguishing graduate events and activities that demonstrate impact and visibility of MGA's graduate programs.

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)

Number of events or awards.

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

2 grant awards. 3 events (national).

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

The target was established based on past performance data showing that MGA typically secures 1.1 competitive awards annually, and benchmarking with longer-lived peer USG State Universities that average 2–3 awards per year. Similarly, participation in 3 national conferences or events reflects both past faculty activity and the institutional goal of increasing graduate and faculty visibility at the national level without overextending current staffing and budget capacity.

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% grant awards and 66% national events. MGA won three federal awards Dept. ED, NEH and NIH awards this past year (and numerous small awards). Graduate students and faculty distinguished themselves nationally, with Occupational Therapy students presenting at the American Occupational Therapy Association Conference, IT students participating in cybersecurity programs in Washington, D.C., and a Technical Writing student receiving a \$10,000 grant award. These achievements highlight the growing impact and visibility of MGA's graduate programs.

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 Graduate School exceeded in the number of awards, but not the number of national events it participate in. With help from other Schools, the Graduate School will need to identify areas where graduate students can be involved on a national level and promote those activities.

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](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 restructuring of Graduate Studies into a comprehensive Graduate School has positioned MGA for long-term growth and impact. This new structure ensures centralized policies, expanded academic support, and integrated leadership across graduate education, research, and international initiatives. Since this new unit did not exist prior to this year, any prior assessments will be viewed within the scope of the previous unit's organization and mission. However, the Graduate School plans for continuous improvement guided by: Assessment results that 1) forces the Graduate School to measure itself against MGA's Strategic Plan, 2) collecting year to year metrics on enrollment, grant submission, faculty development, grant awards, graduate student success, program launches, program health, 3) alignment with the Schools and where there might be overlapping goals or activity, and 4) provides justification for additional funding/new hires/expanded space. Looking forward, the Graduate School will continue to refine its processes, expand faculty development, and integrate assessment data into decision-making.

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)

No.

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 Graduate School's Office of Research & Sponsored Projects will launch a D2L web portal for faculty development training on both internal processes and for required grant agency-specific trainings. 2) The Graduate School will reorganized and revise the Graduate Catalog with recommendations from an external consultant, benchmarking against peer institutions. 3) The Graduate School will deliver at least 4 faculty and staff development opportunities to encourage grant development and a culture of research.

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.

The formation of the Graduate School from previous Graduate Studies is a change in mindset for the University. Whereas Graduate Studies played a support role for individual schools (Education, Business, IT, etc.), with policies and initiatives often decentralized, the Graduate School acts as a leader and advocate for graduate education at the institutional level. It will establish uniform policies, seek articulation agreements, drive faculty development, and elevate MGA within the USG State University sector.

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 Reports
- 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).

