



**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

marc.miller@mga.edu

Q2. Who is the person responsible for this report?

Marc Miller

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 School of Business

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 MGA School of Business and Health Administration is dedicated to excellence, innovation, and continuous improvement in teaching, scholarship, and service, and offers undergraduate and graduate business and health programs, as well as an engaging student experience, designed to prepare our students to become career-ready, successful, lifelong learners and leaders who will have a positive societal impact in the local, regional, and global community.

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

Program and Course Delivery We will develop and deploy innovative programs and delivery methods that allow our students to become successful players in the career marketplace and to meet the demands of ever-changing student needs. Student Experience We will provide an exceptional and engaging student experience that allows our students to understand the value of a comprehensive business school education. Intellectual Contributions to the Practice of Business and Health Administration We will produce intellectual contributions in a wide range of outlets that are focused on practice and teaching of the subjects in which we provide degree programs. Societal Impact We are committed to making an impact on the world in which live and will proactively explore opportunities to champion the concept that a rich tapestry of experiences and viewpoints enhances our collective strength, as well as our duty to effect positive change within our community. Alumni and External Partnerships We will engage with our alumni and communities to ensure we are meeting our stakeholders' needs.

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.

Increase the quality of online and hybrid course delivery by achieving Quality Matters (QM) alignment through compliance with the Academic Affairs rubric. Our goal is for courses to meet the standards outlined in the rubric by the end of Spring 2025, thereby enhancing student learning experiences and course design consistency across the department.

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 objective by conducting formal reviews of online and hybrid courses using the Center for Excellence in Teaching and Learning (CETL) rubric. Courses were evaluated on a 1–3 scale: • 1 = Does not comply with the standard • 2 = Needs improvement • 3 = Meets the standard Each course was reviewed independently to assess alignment with established quality benchmarks related to content design, accessibility, student engagement, and alignment of learning outcomes and assessments.

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

Our target was for at least 50% of online and hybrid courses to meet 80% or more of the rubric standards by the end of Spring 2025.

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

This target was informed by internal benchmarking and institutional goals to improve course quality and student success in online modalities. Achieving rubric alignment is expected to positively impact student satisfaction, retention, and learning outcomes, and it aligns with the broader strategic goal of increasing online enrollment by offering high-quality digital learning experiences.

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)

While we made meaningful progress from Fall 2024 to Spring 2025, only 31% of courses met the target of aligning with 80% of the rubric standards. This represents a significant step forward compared to prior evaluations, but the objective was not fully met.

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?

From this initiative, we learned that faculty development and dedicated course redesign support are critical to achieving rubric alignment. Some courses required more extensive updates than anticipated, and faculty availability for training and implementation was a limiting factor. For next year, we will continue working toward this goal by: • Providing additional CETL-led workshops and peer mentoring on QM-aligned course design. • Targeting new or high-enrollment courses for early redesign and rubric evaluation. • Encouraging incremental course updates to build toward full alignment over time. • Prioritizing a subset of courses for official QM certification as a long-term quality assurance milestone. These adjustments will better position us to meet our target in the next cycle.

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

Fill critical faculty and administrative positions in key academic areas to ensure quality delivery of degree programs and maintain momentum toward AACSB accreditation.

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)

This objective was measured by successful completion of the hiring process for the following positions: • A tenure-track faculty member in Supply Chain Management to replace retiring faculty member Stan Ketchel • A tenure-track Accounting faculty member to replace Frank Ryerson • An Associate/Assistant Dean to provide academic leadership and administrative oversight Success was defined as making at least two of the three hires, with a strong preference to hire all three. Position advertisements, search committee activity, candidate interviews, and executed employment contracts were used as the basis for measuring progress.

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

Hire at least two of the three targeted faculty/administrative positions, with the ideal outcome being successful hires in all three roles.

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

Full-time faculty in Accounting and Supply Chain Management are essential to meeting AACSB faculty sufficiency and deployment requirements. Additionally, the Assistant/Associate Dean role is critical for academic quality assurance and strategic implementation of curriculum improvements. These hires were prioritized based on accreditation needs, recent retirements, and ongoing program growth.

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)

We were able to hire the Accounting position and the Assistant Dean, but were unable to hire the Supply Chain Management position.

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 met the minimum target, but the inability to hire in Supply Chain Management presents a continued risk to program quality and accreditation compliance. Feedback from the previous search indicated a limited pool of qualified candidates in this field. As a result, we plan to: • Reopen the search in early Fall with an expanded advertising strategy • Explore post-doc or visiting faculty options as a short-term solution • Leverage professional networks and AACSB job boards to attract a more competitive candidate pool • Reassess the job description and salary competitiveness to improve candidate alignment Moving forward, we will work closely with HR and our Academic Affair leadership to ensure this position is filled ahead of the next academic year.

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 community engagement efforts to enhance faculty research in practice-based and applied scholarship. The objective supports AACSB's engagement and impact standards and reflects our mission to serve the Middle Georgia region through meaningful, research-driven partnerships. This objective was measured by tracking the number of distinct community-engaged projects and practice-based research initiatives conducted through the School of Business's research centers: • Center for Middle Georgia Studies (CMGS) • Center for Innovation & Entrepreneurship (E&I) • Center for Economic Analysis • Center for Character Research

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 documented faculty participation, type and scope of project work, and alignment with practice-based publication and dissemination opportunities.

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 to increase the number of community-engaged research projects initiated or completed through our centers by 10% over the previous year.

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

The 10% target growth was based on our internal review of prior-year center activity. This growth aligns with AACSB expectations for engagement and impact and contributes directly to our faculty's scholarly output in the applied and practice categories. It also supports our strategic goal to be a regional thought leader through meaningful, data-informed partnerships.

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)

We exceeded our target. The department participated in 12 distinct projects, with a particularly strong performance from the Center for Middle Georgia Studies. This represented a 30% increase in center activity compared to the previous year, with expanded engagement in economic development, public service, and character education.

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?

We learned that faculty respond positively to structured center-led research opportunities when they are well-supported and tied to real community needs. Faculty engagement was highest when student involvement and interdisciplinary collaboration were integrated into the projects. Next year, we will focus on: • Increasing student participation in community-based research • Strengthening support for practice-based publication efforts stemming from these projects • Offering faculty development on translating applied research into publication-quality manuscripts • Creating formal recognition and incentives for faculty engaged in high-impact community research These steps will deepen our impact and further align our engagement strategy with AACSB expectations.

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

Establish a functioning Business Advisory Council (BAC) by the end of the calendar year to strengthen alumni and community partnerships and support the School of Business's mission and strategic priorities.

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)

The department collaborated with Amy Tarpley, Director of Alumni Relations, to identify and recruit 15 active members for the BAC. Each member was selected based on their professional experience, commitment to the School's goals, and capacity to contribute to student success through mentorship, internships, and philanthropy. The effectiveness of the BAC was measured by the establishment of membership and the completion of two structured council meetings during the Fall and Spring semesters.

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

Recruit 15 engaged BAC members and hold at least two formal council meetings—one in the Fall and one in the Spring—to facilitate input on curriculum, internships, and fundraising priorities.

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

Our target was based on benchmarking peer institutions of similar size and structure. These schools demonstrated the value of a 12–15-member council to foster meaningful alumni and industry engagement while remaining nimble and focused. The two-meeting structure aligns with best practices for advisory boards and ensures sustained engagement.

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)

We fully met this objective. The Business Advisory Council was successfully established with 15 members, and two productive meetings were held during the academic year. The BAC has already begun providing valuable input on strategic priorities and has contributed to growth in external funding and internship placements.

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 learned that structured engagement and clear expectations are critical to an effective advisory council. The BAC has proven to be a valuable asset for both fundraising and experiential learning opportunities. Going forward, we will: • Maintain regular communication with members and provide updates on strategic initiatives • Continue to recruit new members to enhance diversity in industry representation and regional reach • Create task forces within the BAC to focus on targeted initiatives such as internships, mentorships, and employer outreach • Develop a formal recognition and onboarding process to sustain long-term involvement These efforts will ensure the BAC continues to support our mission and drive impact across stakeholder groups.

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 School of Business has developed a robust and evolving system of academic assessment that informs continuous improvement at both the program and course levels. Our approach is grounded in faculty-led evaluation of student learning outcomes, with an emphasis on using data to drive meaningful changes that enhance educational quality, student achievement, and alignment with accreditation standards such as those of AACSB. Past Efforts and Foundations: Historically, the School's assessment efforts focused on identifying baseline competencies in core business disciplines, primarily through embedded course-level assessments and standardized testing (e.g., ETS Major Field Test). Early assessments revealed gaps in areas such as critical thinking, ethical reasoning, and communication skills. These findings led to curriculum revisions, including the integration of case-based learning, expanded writing assignments, and a more intentional scaffolding of decision-making frameworks across the curriculum. Present Practices: Assessment is now a continuous and cyclical process that includes multiple levels of evaluation: • Program Learning Outcomes (PLOs) are assessed using signature assignments embedded in key courses across the curriculum. • Faculty Assessment Committees analyze results each semester, identifying trends and recommending changes. • Assessment results are discussed in department and curriculum meetings, where data is used to inform course revisions, professional development needs, and student support strategies. For example, recent analysis of critical thinking assessments prompted the adoption of Simon's decision-making model across multiple courses. Similarly, assessment results from capstone experiences have led to refinements in how we teach strategy, operations, and data analysis, ensuring that students graduate with relevant, applied skills. In addition to curriculum-level changes, assessment data has also informed co-curricular efforts. Our financial literacy initiative, leadership development programs, and business pitch competitions were all born out of an understanding—through assessment—of where students needed additional support or real-world application opportunities. Future Directions: Looking ahead, we plan to: • Expand the use of direct assessments in online courses, with support from our Quality Matters alignment project. • Leverage our Business Advisory Council and research centers to align assessment goals with employer expectations and regional workforce needs. • Introduce longitudinal tracking of student achievement to evaluate the impact of curriculum changes over time. • Develop dashboard tools to better visualize assessment data and share results with faculty, advisors, and external stakeholders. Furthermore, we aim to strengthen the link between assessment and faculty development. For example, results from writing-intensive course assessments have prompted the Center for Teaching and Learning to offer targeted workshops on teaching writing in business disciplines. In conclusion, assessment in the School of Business is not a compliance exercise but a strategic tool for improvement. It informs our decisions, aligns our programs with institutional and accreditation goals, and ultimately ensures that our graduates are prepared to succeed in a dynamic and competitive business environment.

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)

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.

The School of Business will continue its focus on improving the quality of online and hybrid courses through the application of the Academic Affairs rubric. We will achieve at least 60% compliance with the rubric at the 85% threshold across evaluated courses. Additionally, we will submit a minimum of two courses in the Master of Science in Management (MSM) program for official Quality Matters certification by the end of Spring 2026. 2. Student Experience and High-Impact Practices To enhance student engagement and experiential learning, we will increase student participation in applied research and societal impact projects housed within our three research centers. Our target is to support at least five student teams (comprised of at least two students per team) in conducting community-based or practice-based research tied to the School's Societal Impact strategy. 3. Societal Impact and Community Outreach As part of our strategic focus on financial literacy, we will use grant funding to deliver educational programming to middle and high school students in the Middle Georgia region. We will reach a minimum of 250 students through interactive workshops that teach the fundamentals of budgeting, saving, and emergency financial preparedness. 4. Alumni and External Partnerships To strengthen alumni engagement and expand our continuing education offerings, we will launch a targeted set of executive and community education programs. Specifically, we will deliver: • 9 Lunch and Learn sessions in collaboration with local organizations • 4 paid Executive Education programs, focused on high-demand skills such as Project Management and AI Prompt Engineering • 4 no-cost alumni upskilling workshops designed to support career advancement and lifelong learning among our graduates

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.

Mindset Update Part of the Mindset and Momentum Strategy for the USG was to help students make purposeful choices in regards to career planning. Specifically, to maintain Momentum, the students should be given: • Early connection to careers • Embedding Career connections in the curriculum • Enhancing Experiential Learning These strategies are embedded into our overall goals and objectives.

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).

[School of Business Annual Goals Report.docx](#)

28.4KB

application/vnd.openxmlformats-officedocument.wordprocessingml.document