



**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

Tabitha.Chapman@mga.edu

Q2. Who is the person responsible for this report?

Tabitha Chapman

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)

Continuing and Professional Education

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 mission of Continuing and Professional Education is to offer educational enrichment and professional training programs that promote the values of life-long learning, cultural exploration, and career enhancement.

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

There are three goals: (1) To support the mission of the University by providing lifelong learning opportunities to the broader community; (2) To develop innovative educational partnerships with private, non-profit, and governmental organizations; (3) To maintain or average a positive revenue balance in the Continuing Education budget.

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.

Create and offer in-person CPE classes at the Warner Robins Campus for partners at Robins Air Base with an average of one class per month with an average of 15 attendees per month.

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)

The department tracked the number of in-person CPE classes offered at the Warner Robins Campus and the number of student enrollments in each class.

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

To offer one in-person class per month with an average of 15 attendees, resulting in approximately 180 total enrollments across the year.

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 set as a reasonable growth benchmark based on anticipated demand from the Robins Air Logistics Complex and the university's goal of expanding employer-based training opportunities.

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)

The department exceeded the target by 167%, enrolling 300 students compared to the goal of 180. These enrollments came from the launch of the Business Aviation Certificate, a six-module program. Three modules were offered in FY25, each with four classes and approximately 100 participants.

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 launch of the Business Aviation Certificate drew much higher participation than expected, with strong support from the Robins Air Logistics Complex. We learned that new, employer-driven programs can generate a lot of early interest, especially when they align closely with workforce needs. At the same time, we recognize that sustaining this level of enrollment depends on both budget considerations and the ongoing priorities of Robins Air Force Base, where funding can shift from year to year. While we plan to continue offering the program annually, those decisions will ultimately depend on available resources and the needs identified by the base. Looking ahead, CPE will focus on maintaining a strong relationship with RAFB leadership, refining outreach to ensure steady participation, and exploring ways to adapt or expand the program for other employer audiences if opportunities arise.

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

To increase revenue earned from CPE to average \$2000 per month for the academic year.

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)

CPE measured this objective by reviewing monthly revenue reports and calculating an average for the fiscal year. These reports included income from in-person programs, employer-based training, and online platforms such as ed2go and VESI.

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

To average \$2,000 in revenue per month across FY25.

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

This target was set as a realistic revenue benchmark for CPE based on historical performance and anticipated growth from new employer partnerships and expanded course offerings.

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)

The department exceeded this target by 900%, averaging \$20,000 per month. Total revenue for FY25 was about \$240,000, with \$198,000 from the Business Aviation Certificate (300 enrollments) and \$42,000 from ed2go courses (115 enrollments).

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?

Revenue growth in FY25 far exceeded expectations because of the successful launch of the Business Aviation Certificate. This highlighted the potential for large-scale, employer-driven programs to dramatically impact CPE's financial results. At the same time, the department recognizes that this level of revenue is not guaranteed every year, since it depends on employer demand and available funding. Going forward, we'll work to balance employer-driven offerings with reliable online and community courses to keep revenue more consistent year to year. This approach will help sustain growth while reducing dependence on any single program.

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 enrollment in online CPE offerings via VESI and Ed2Go to average 3 enrollments per month for the academic year.

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)

CPE measured this objective by tracking enrollment reports from online vendors such as Ed2Go and VESI, and calculating monthly averages across FY25.

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

To average 3 online enrollments per month (≈36 enrollments annually).

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

The target was set as a modest but realistic growth goal based on prior-year participation levels and the need to rebuild CPE's online presence following leadership and structural changes.

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)

The department exceeded the target by 220%, averaging 9.6 enrollments per month. That came to 115 total enrollments through Ed2Go.

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?

The growth in Ed2Go enrollments showed there's strong demand for flexible online courses. One thing that helped was working with both Ed2Go's marketing team and MGA's MarComm staff to update our website wording, making courses easier to find through web searches. We'll keep building on this success by promoting online courses more intentionally and exploring new vendor options where it makes sense.

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

N/A

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)

N/A

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

N/A

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

N/A

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)

N/A

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?

N/A

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.

CPE transitioned to Enrollment Management in 2024 and will return to Academic Affairs effective July 1, 2025. These shifts, along with leadership changes at the university level, have meant that CPE has essentially been operating as a new office. Over the past year, we've focused on restructuring with a part-time director and a part-time coordinator, giving the unit a stronger foundation for stability and growth. In FY25, assessment provided us with a clearer picture of what CPE can accomplish when programs are intentionally designed and supported. The launch of the Business Aviation Certificate exceeded all expectations, bringing in more than 300 enrollments across three modules and generating nearly \$200,000 in revenue. The scale of this program showed us what's possible when CPE aligns with workforce needs, but it also reminded us to plan realistically, knowing that federal funding and priorities can shift quickly from year to year. Assessment also highlighted the value of diversifying revenue streams. While the certificate program accounted for the majority of FY25 revenue, online enrollments through ed2go contributed an additional \$42,000 from 115 enrollments—tripling our original goal. This growth didn't happen by chance. Working closely with the ed2go marketing team and our internal MarComm staff, we revised course descriptions and adjusted website language to improve search visibility. Looking ahead, we will continue to use assessment results to refine our goals, allocate resources, and make informed decisions about programming. We plan to sustain the Business Aviation Certificate while acknowledging that enrollment will likely normalize in future cycles, and we will lean on online offerings to provide steady participation and revenue. Assessment has helped us strike a balance—celebrating early successes, recognizing risks, and mapping out practical next steps. It is no longer a once-a-year task; it is how we set priorities, evaluate outcomes, and demonstrate CPE's role in serving the community and strengthening the university.

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)

N/A

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. CPE will finish out the first Business Aviation Certificate by offering the last three modules and will also launch the second group, delivering three modules by June 30, 2026. Altogether, we expect to serve around 420 enrollments between the two cohorts. 2. CPE will work to grow online enrollments by averaging 10 Ed2Go registrations per month. We'll keep adjusting our website language and keywords to make sure courses are easier to find and attract more learners. 3. CPE will put a registration system in place that lets us track all enrollments in one place and produce CE transcripts. This will give us a much clearer picture of who we're serving and how programs are performing. 4. CPE will create at least one new course or revenue stream in FY26—whether that's through another partnership with Robins Air Force Base, expanded personal or professional development offerings, or a community project developed in collaboration with the Center for Middle Georgia Studies.

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.

N/A

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): Ed2Go Enrollment Reports, CPE Office Reports

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

