



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

Q1. Submitters Email

david.fuller@mga.edu

Q2. Who is the person responsible for this report?

David Fuller

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)

Dual Enrollment

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 Dual Enrollment program seeks to engage, develop, retain, and provide linkage resources for goal-oriented students working towards finding their Greatness.

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

Goals: 1) Increase enrollment by 10% in five years (by AY 2028). 2) Increase student credit hour production by 10% in five years (by AY 2028) 3) Increase new student participation in DE orientation by 50% in five years (by AY 2028).

0. Each year, every department should identify objectives the department hopes to accomplish in the next year. These should align with departmental goals and the MGA strategic plan. In the next section you will be reporting on the objectives you set and whether or not you achieved them in FY23. Later in the document you will report on objectives you hope to accomplish in the coming fiscal year, FY24.

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

By the end of the academic year, the dual enrollment program will achieve a 5% increase in the number of students enrolled in DE courses compared to the previous year.

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)

Admission data will be primarily sourced from WAD reports.

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

The target outcome was to achieve a 5% growth in student enrollment compared to the enrollment figures of the preceding academic year.

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

The primary source for establishing the target performance level is past performance data.

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)

Enrollment of students saw a 3% decrease compared to the preceding academic year.

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 identified an issue where eligible students applying to MGA and securing admission are not gaining early access to register for their preferred classes. To address this, we will collaborate closely with both admissions and high schools, ensuring that applications are submitted well in advance, affording students ample time to secure their desired classes. In addition, we will continue creating partnerships with schools, enabling us to provide dual enrollment courses directly at high school locations.

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

Attain a funding application completion rate exceeding 95% for dual enrollment students.

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 measurement involves generating a spreadsheet report by closely monitoring the data entry process for the purpose of processing funding applications.

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

The target outcome for this objective was to see a rise in the number of funding applications that were successfully completed before the end of the semester, with a goal of exceeding 95% completion rate.

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

The primary source for establishing the target performance level is past performance data.

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 achievement level for this objective was 100% of students who successfully completed the funding application before the end of the semester.

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?

Consistently reaching out to stakeholders had a notable impact on the response rate.

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

Enhance awareness among dual enrollment students about available resources and tools for optimizing academic success by achieving a 20% increase in attendance at orientation sessions.

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)

Measurement was done through monitoring the attendance of dual enrollment students at orientation sessions.

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

The target outcome for this objective was to achieve a participation rate of 30% among dual enrollment students.

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

The primary source for establishing the target performance level is past performance data.

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 program achieved an 65% participation rate at orientation sessions specifically tailored for dual enrollment students.

27. Objective 3: Did your department meet this objective?

- The department did not meet this objective.
- The department met this objective.
- The department exceeded this objective.

28. Objective 3: Improvement Plans and Evidence of changes based on an analysis of the results: What did your department learn from working toward this objective? What changes will you make based on this effort next year?

Students enrolled in dual enrollment classes conducted at high school campuses often do not engage in orientation sessions. By actively engaging with stakeholders and emphasizing the significance of attending these sessions, the likelihood of compliance with participation requests improves. Additionally, we have initiated the practice of conducting orientations on-site whenever feasible. To address this issue comprehensively, we intend to design and provide orientation sessions that cater to the accessibility needs of all students. Presently, we are in the process of developing an online orientation program for this purpose.

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 by 5% student credit hours taken in DE classes this academic year.

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)

Student credit hour data will be primarily sourced from WAD reports.

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

The target outcome was to see a 5% increase in student credit hours taken from the previous academic year.

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

The primary source for establishing the target performance level is past performance.

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)

There was a 0.4% decrease in the number of credit hours taken by DE students this academic year.

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 scheduling of students' credit hours is determined by the high schools' arrangements. A significant hurdle arises from the transportation logistics between MGA and the high school campus for attending classes. Furthermore, the elevated importance that guidance counselors and administrators assign to enrolling in high school honors and AP classes adds another layer of challenge. To mitigate these challenges, we are actively enhancing the availability of on-site classes and expanding the range of honors courses we offer.

36. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan ([https://www.mga.edu/about/docs/Strategic\\_Plan\\_Overall\\_DB.pdf](https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf)) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

- Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets
- Own Student Success 3. Develop academic pipelines and expand degrees
- Own Student Success 4. Expand student engagement and experiential learning
- Build Shared Culture 5. Attract talent and enhance employee development and recognition
- Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- Build Shared Culture 7. Cultivate engagement with its local communities

37. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistanceion 3
- Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- Request for Additional Financial or Human Resources
- Customer Service Changes: Communication, Services, etc
- Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- Other

38. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

Currently, the Georgia Academy has undergone a phase of discontinuation; however, an impending redesign is in progress, with classes slated to commence in the fall of 2023. The essence of our assessment framework lies in its ability to assemble insights that spotlight the effectiveness of our existing practices, policies, and structures within the dual enrollment program. Through this data analysis, we gain a panoramic view of the program's accomplishments and its areas of inadequacy. As we move forward, these analytical outcomes serve as invaluable decision-making assets that fuel our pursuit of perpetual enhancement. The recent imposition of new state regulations that impose credit hour caps on dual enrollment students and relax entrance prerequisites by other institutions has significantly impacted our program's dynamics. Yet, in response, we have orchestrated targeted initiatives to foster partnerships and facilitate the provision of additional classes directly at various high school premises. This strategic maneuver has enabled us to mitigate the regulatory constraints and offer more flexible learning avenues. Our assessment journey encompasses a timeline that spans from past challenges and discontinuations to the present reconfiguration and anticipated revitalization. Through thorough data analysis, we glean insights that illuminate both achievements and shortcomings, driving the course of our program's ongoing advancement. The resilience exhibited in the face of regulatory alterations underscores our commitment to adapting and optimizing the dual enrollment experience for the benefit of our students.



39. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

Complete College Georgia plays a pivotal role in shaping the operations, goals, and objectives of our unit.

40. Please identify and detail three to four measurable objectives for the next fiscal year. In listing the objectives, please use the format shown in these examples. 1) The Department of X will improve services levels by 5% as measured by our satisfaction survey. 2) The department of X will provide training in ABC for at least 73 MGA faculty and staff.

(1) The Dual Enrollment program will increase enrollment by 5% during the next academic year. (2) The Dual Enrollment program increase student credit hour production by 5% during the next academic year. (3) The Dual Enrollment program increase new student participation in DE orientation by 5% during the next academic year.

41. Optional Mindset Update (Academic Deans ONLY) Please provide an update on the implementation of your school based mindset plan/strategy. Include any adjustments to metrics for the FY23 as well as outcomes associated with your appraisal of your schools activities.

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