



**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

rhonda.amerson@mga.edu

Q2. Who is the person responsible for this report?

Rhonda Amerson

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)

Teacher Education and Social Work

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.

We are committed to preparing adaptive professionals who are competent, accountable, reflective, and engaged with a focus on inclusion and social justice. We are dedicated to the development of each student through a vibrant experience-based curriculum.

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

Launch MEd program. Launch MSW program. Establish an interdisciplinary skills simulation lab, connecting campus and community partners. Strengthen the study abroad program (virtual and in person) with URCA in Reims, France Create partnerships with local schools to form a pipeline for teacher education majors and social work majors Increase enrollment and serve paras from local systems beyond the Macon area by adding new ESE cohorts in other locations - Dublin campus and Cochran campus

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.

The Department of Teacher Education and Social Work will increase enrollment in the Social Work and Teacher Education Programs by 10% by Fall 2023.

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)

Admissions enrollment was used as a measure.

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

10% growth in enrollment

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

Past Performance and Targeted Enrollment Data – From 2020-21 to 2021-22, enrollment stayed relatively the same for the MAT program with less than a 1% increase in MAT student enrollment. Corrected narrative from Adm. Report 2021-22: Each of the undergraduate programs showed a decrease - 18% decrease in ESE enrollment and a 17% decrease in BSW enrollment. Overall, teacher education and social work programs had an 11% decrease in enrollment. Fall 2020 New Admissions = 116\* Fall 2021 New Admissions = 103\*\* \* ESE Program - 49 teacher candidates MAT Program - (Summer 2020 & Spring 2021) - 38 interns BSW Program - 29 students \*\* ESE Program - 40 teacher candidates (Fall, Spring, and Summer) MAT Program - (Summer 2021 and Spring 2022) - 39 interns BSW Program - 24 students

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)

From 2021-2022 to 2022 - 2023, overall admissions enrollment showed an increase largely due to graduate admissions. Sixty-five interns were admitted from Summer 2022 – Spring 2023 which resulted in a 67% increase. The undergraduate programs had a 6% increase in enrollment. There was an 8% increase in ESE enrollment. Admissions enrollment in the BSW program held steady. Overall, teacher education and social work programs had a 27% increase in enrollment. 2021-22 New Admissions = 109 \* 2022-23 New Admissions = 139 \*\* \* ESE Program – 49 teacher candidates (Summer, Fall, Spring) MAT Program - (Summer 2021 and Spring 2022) - 39 interns BSW Program - 21 students \*\* ESE Program - Summer 2022 - 14, Fall 2022 - 31, Spring – 8; total of 53 teacher candidates MAT Program - Summer 2022 - 40, Fall 2022 - 11, & Spring 2023- 14; total of 65 interns BSW Program - 21 students

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?

As of July 1, 2022, the Georgia Professional Standards Commission no longer requires the GACE Pre-Admission Assessment which assessed basic reading, writing, and math skills and there is no GPA requirement. These changes came about to remove barriers that may have prevented some students from being admitted to teacher education programs. The teacher education programs lowered the required GPA for admission. The GPA requirement for the ESE program was lowered from 2.75 to 2.5. For the MAT program, the GPA requirement was lowered from 3.0 to 2.75. Since our MAT program is pedagogy only, scoring at the professional level (250 or higher/300) on the GACE content assessment is still required for admission to this program. Some applicants struggle with passing their selected content area assessment - often this is because they do not have an undergraduate degree in the selected content area and/or they are unfamiliar with the content that will be tested. Study resources have been purchased and placed in the Macon and Cochran libraries to aid in preparation for these assessments. The Peer Mentor Program was introduced in Fall 2021 by our academic advisor, Ms. Sonja Rivers, to assist those who were struggling with the application process or having overall concerns about the rigor of the ESE program. Two seniors and two juniors were selected to act as peer mentors to assist those who are applying to the program and to provide support to teacher candidates in the program. In Fall of 2022, two juniors from the incoming cohorts were selected by faculty to replace the seniors who graduated in Spring 2022. The Peer Mentors are available to meet with students who have not been admitted to the ESE program and those who are already in the ESE program. Ms. Rivers puts the mentors in touch with those who need assistance, and she documents the number of contacts that are made. More recruitment efforts are needed for all programs. This year, representatives from our department attended the two open house events hosted by MGA. Representatives from the teacher education programs also attended three open house events hosted by Bibb County Schools. The target audience for these open house events was paraprofessionals and waiver teachers. Given the teacher shortage, we will continue to work with our partnering districts to make paras and waiver teachers aware of our programs. The department chair and program coordinators will continue to make contact with partnering school systems and businesses in the Middle Ga Area to disseminate information about the ESE - Paras to Teachers Online/Weekend Program and the BSW Program. Dr. Biek, Dr. Amerson, and Mr. Schultheis met with administration from DeKalb County School System to discuss the possibility of establishing a MAT cohort for waiver teachers in the district. As part of this initiative, supports would be put in place to assist the students with preparing for the GACE and class sessions would be offered on site in DeKalb County. Information sessions will planned with other districts to discuss the MAT program and the ESE Paras to Teachers Model.

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

The Department of Teacher Education and Social Work will increase the number of honors designation projects completed by junior and senior teacher candidates and BSW students by 25%.

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)

Data (the number of students who earn the distinction of being a Honors Discipline Graduate) was obtained through the Honors Program.

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

An increase of 25% in the number of graduates earning this distinction

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

In 2021-22, our department had seven honors discipline graduates. Six were from the Elementary/Special Education Program and one was from the BSW Program. Each student completed four honors projects while completing their respective programs. There was a 42% increase in the number of honors discipline graduates from the previous year.

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)

In 2022-23, the number of honors discipline graduates declined by 28%. Four were from the Elementary/Special Education Program and one was from the BSW Program. Each student completed 4 honors projects while completing the required coursework in their respective programs.

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?

Qualifying teacher candidates and social work students need encouragement from faculty to get them onboard with participating in the honors program; otherwise, many do not seem to give serious consideration to the invitation that is extended by the director of the Honors Program. Participating in research and other academic projects is new for many of the students in the education and social work programs, and we recognize that this new culture must be cultivated and nurtured. Over the past two years, teacher education and social work faculty have begun implementing more opportunities for honors projects. The faculty work with the candidates to tailor the projects to suit their research interests and future goals. Given the rigor of the programs, students should ideally focus on one project per semester. More efforts will be placed on identifying promising juniors and making them aware of this opportunity to further their academic studies and develop as leaders within their fields. Faculty will be encouraged to serve as mentors for honors projects as their mentorship can be counted toward Student Success.

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

The Department of Teacher Education and Social Work will revise the original draft of the M.Ed. program to reflect an emphasis on literacy. The new proposal will be submitted for approval Fall 2022. The targeted start date for the program is Fall 2023.

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)

The M.Ed. program proposal will be fully revised – shifting the focus from social justice to literacy and addressing Curriculum & Instruction in grades K-12.

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 was for the M.Ed. program proposal to be fully revised to reflect a focus on literacy and to address Curriculum & Instruction, and the proposal was submitted to the Board of Regents for review and approval.

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

A proposal for a M.Ed. Program with a focus on social justice was submitted to the Board of Regents prior to 2019. The proposal was not approved.

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 M.Ed. program proposal with a focus on literacy and addressing Curriculum & Instruction was completed. The proposal was submitted to the Board of Regents Spring 2023. It was not reviewed by the Board of Regents because of the upcoming changes to the Literacy Standards.

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 program proposal for the M.Ed. in Curriculum & Instruction will be revised to be more tightly aligned with the new Literacy Standards which will begin being implemented Fall 2024. Faculty will ensure that additional concepts from the science of reading will be included.

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

The Department of Teacher Education and Social Work will create an international experiential learning program with faculty/students at URCA in Reims, France. At least two faculty and 4 students/teacher candidates from each institution will participate. There will be a minimum of 6 synchronous, virtual class meetings during Fall semester.

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)

Data – Class meetings and attendance will be documented through the Zoom meetings.

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

An international experiential learning program with URCA will consist of 6 synchronous virtual meetings and there will be at least 6 participants from each institution.

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

Past performance data - Prior to COVID, two teacher education majors traveled to England for an experiential learning experience, and four students from URCA traveled to MGA for a experiential learning experience. The Dept. of Teacher Education and Social Work renewed its partnership with URCE in 2021. Two faculty, along with President Blake, traveled to URCA during the Spring of 2022 to further develop this partnership. This will be our department's first international experiential learning program.

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)

The international experiential learning program with URCA began Fall 2022. Six synchronous virtual class meetings were held through Zoom. Faculty from the two institutions were paired to co-present on selected topics. MGA participation - 5 faculty and 13 teacher candidates. URCA participation – 4 faculty and 12 teacher candidates.

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?

This international experience learning program will be continued for 2022-23. Participation is optional for ESE teacher candidates at MGA. Because of the time difference and to accommodate for the students' schedules, the synchronous sessions met at 7:30 AM. Juniors from the ESE program at MGA will be recruited at the beginning of Fall semester. Students at URCA will register for this program as part of their coursework. MGA students did not get any coursework credit last year. Beginning Fall 2023, they will be able to receive credit for experiential learning and/or an honors project for successfully completing the modules within this program.

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.

The Department of Teacher Education and Social Work faculty work closely together to utilize assessment results for continuous improvement. The teacher education programs has a faculty who serves as the Assessment Coordinator. The Assessment Coordinator gathers and analyzes data from the assessments which are stored in D2L or Chalk and Wire. The program coordinator for the BSW Program maintains the data collected through D2L. During program meetings, assessment results are shared with the faculty for their review; based on the data, the faculty determine curricular and scheduling decisions to be made.

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)

USG High Impact Practice

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 Dept. of TESW will increase enrollment in the ESE Online/Weekend Cohort by 10%. 2. The Dept. of TESW will increase enrollment in the BSW program by 10%. 3. The Dept. of TESW will obtain feedback on performance from Advisory Councils - Teacher Education and Social Work.

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).