



**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

sandy.littleherring@mga.edu

Q2. Who is the person responsible for this report?

Sandy Little-Herring

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)

Academic Advising

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 Academic Advising is to provide support and guidance to students in the development, implementation and successful completion of meaningful educational plans that are consistent with their academic, personal and professional goals through direct service to the student and collaboration with faculty and other campus resources.

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

Last year, the goals for advising were 1) Develop and implement comprehensive advisor training, 2) Balance caseloads more evenly across all advisors, 3) implement Salesforce and have advisors utilizing the tool to manage caseload and run campaigns. Comprehensive advisor training was developed and implemented. Over the next year, we will continue to refine and enhance the content, transition to a new delivery platform, and develop measurement tools that improve engagement and measure consistency of advising Balancing advisor caseloads will be an ongoing goal. Each fall, the Director of Advising reviews advisor caseloads using enrollment data and adjusts as needed. The unit will also use data from Salesforce to inform caseload adjustments and improve transparency in load distribution. We built our processes for advisor training and balancing caseloads. As these tasks should continue annually, we are adding two new goals. 1. Enhance Student Engagement with Advising Tools and Services: Our focus for 2025-2026 will be to encourage student adoption of Salesforce, leverage campaigns, nudges, and reminders, and foster proactive student-advisor connections. 2. Enhance Data Driven Advising Practices: We will use Salesforce and institutional data to drive decision-making and identify trends and areas for targeted support.

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.

100% of advisors will use Salesforce.

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)

To assess progress toward this objective, the department tracked participation in multiple structured training opportunities and the availability of support resources: • A minimum of two initial Salesforce training sessions were offered to each new advisor, led by an experienced advisor. • All academic advisors participated in group training sessions, including mandatory implementation training during the SP25 platform rollout. • Advisors were invited to attend multiple optional Salesforce workshops during implementation. • One-on-one training sessions were made available and delivered by both an academic advisor and the assistant director of advising. • The department developed and distributed user guides, quick-start handouts, and reference materials to support continued learning and consistent platform use. • Informal adoption was tracked through advising team meetings, usage inquiries, and ongoing feedback. • Director of Advising tracked usage through an internal Salesforce report and through the case management system.

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

100% advisor participation

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

It was the expectation that all advisors would use Salesforce.

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)

100% participation

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?

While 100% of advisors utilized Salesforce, the degree to which they used it varied. Some were fully in the system while others were slower to adopt it. It has been a major adjustment for many, especially those who have been an advisor for multiple years. With new features on the horizon, more advisors will find the system easier to use and help streamline their documentation processes. One change for fall will be moving all communications to Salesforce. Students rely heavily on email, and the advisors need to push students to the portal. Responding to emails by way of the case management system will help increase student usage. Our Advisors, who have become our Salesforce champions and experts, will be used as trainers and guides for others.

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

In an effort to increase advisor visibility, advisors will attend a minimum of two (2) campus events per semester.

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)

Total number of events attended by each advisor

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

100% of advisors attended a minimum of two (2) campus events

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 determined by comparing the calendar of campus events compared with the academic calendar and considering the most effective use of advisors' time. Attending one (1) event per fall/spring semester, in addition to events hosted by advising, was reasonable

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)

100%

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?

Building on the success achieved in accomplishing this objective, it has been incorporated as a goal to be evaluated annually as part of the performance assessment. The presence of advisors at events outside the office contributed to establishing rapport with students. The advisor-led activities provided opportunities for students to engage without focusing on academic progress, potentially reducing feelings of intimidation. Some advisors spend excessive time working behind a computer; therefore, this initiative offered an excellent opportunity to encourage greater interaction with students outside of the office. Numerous benefits resulted from this approach.

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

MGA will retain 65% of the advising staff

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)

This objective was measured using the advisor roster from August 2024 and comparing to that of July 2025.

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

65% of advising staff would be retained

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

This objective had not been previously measured. 65% was chosen as a baseline.

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)

80% retained

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?

Being flexible and open to allowing advisors to change campuses or adjust their caseloads has proven beneficial for both staff satisfaction and retention. We will continue to look for these opportunities during fall and if a position is vacated.

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.

Assessment plays a vital role in guiding and improving our academic advising practices. Through the evaluation of clearly defined objectives, we can make data-informed decisions that enhance advisor effectiveness, student engagement, and overall program outcomes. Past and Present Outcomes In the most recent assessment cycle, we identified three core objectives: 1. 100% Salesforce Utilization by Advisors We successfully met this goal, with all advisors now using Salesforce. However, there are varying degrees of platform adoption. While the majority of the team uses Salesforce consistently, there are several advisors who continue to rely on email. Our focus for this objective in the upcoming year will be encouraging full integration of Salesforce as the primary tool for advising communication and documentation. Additional training and targeted support will be used to help move resistant users toward full adoption. 2. Increased Advisor Visibility through Campus Engagement Advisors were expected to attend at least two campus events per semester, a target that was met across the team. Feedback and observations confirmed that this initiative not only improved advisor visibility but also strengthened relationships between advisors and students. A noteworthy, unintended benefit was improved staff morale, as advisors appreciated opportunities to connect with students outside their offices. This is now part of each advisor's annual goals. 3. Staff Retention at or Above 65% We exceeded our retention goal by retaining 80% of our advising staff. Assessment of this outcome suggests that fostering team cohesion and offering flexibility in campus and caseload assignments were effective strategies. Future Directions Moving forward, we will continue to use assessment data to refine our strategies. For Salesforce usage, we plan to explore additional accountability measures and provide peer support to increase full adoption. Campus engagement will remain a priority. For retention, we will build on what's working—focusing on advisor wellbeing, workload balance, and opportunities for professional growth.

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)

Complete College Georgia, USG Momentum Year

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) 100% of advisors will adopt Salesforce as their primary method of communication with students. 2) MGA will retain 70% of the advising staff. 3) 100% of advisors will volunteer/participate in a minimum of two (2) campus events. 4) The Advising Team will receive 80% positive ratings from the student satisfaction survey related to respect, empathy, and knowledge.

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.

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 Reprots
- ☐ 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).

