



**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

benita.muth@mga.edu

Q2. Who is the person responsible for this report?

Benita Muth

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)

English

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 English Department’s mission is to prepare graduates to be reflective professionals with an exceptionally strong content knowledge in English, a commitment to their chosen profession, a willingness to engage in professional development long after they graduate, and a desire to use their expertise to provide service within diverse communities.

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

A) Grow enrollment in our programs with purpose. B) Increase student success. C) Foster efficient progression to timely graduation.

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.

The Department of English will analyze enrollment in our new Graduate Certificate programs (Creative Writing and Teaching College Writing) and English B.A. concentrations and increase overall program enrollment by 2%, with special emphasis on recruiting for graduate programs

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)

Enrolled English majors (B.A. in English) and students enrolled in English graduate programs, comparing fall 2023 to fall 2024

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

2% overall enrollment growth in the B.A. in English and graduate 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 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)

Overall, .93% student enrollment growth – 215 in Fall 2022, 213 in fall 2023; BA in English – 4.25% decrease (2 students) – 146 in Fall 2024, 148 in Fall 2023; Graduate (MA and Certificate): enrollment increase 5.97% – 69 in Fall 2024; 65 in Fall 2023* *Note that this data is for individual student, not for degree enrollment, as a number of students are in multiple degree programs, but only counted once in these numbers. Enrollment in English BA concentrations: Literature: growth 47.62% (13 in Fall 2024; 8 in Fall 2023) Creative Writing: growth 4.88% (42 in Fall 2024; 40 in Fall 2023) Prelaw: growth 13.33% (8 in Fall 2024; 7 in Fall 2023) Professional Writing: stable (15 in Fall 2024; 15 in Fall 2023) Secondary Education: growth 6.90% (15 in Fall 2024; 14 in Fall 2023) Generalist: decrease -20.69% (53 in Fall 2024; 64 in Fall 2023) Enrollment in graduate programs: MA: decrease of students: -10.10% (47 Fall 2024; 52 Fall 2023) Graduate Certificate: growth: 18.66% (41 in Fall 2024; 34 in Fall 2023)** Technical Writing and Digital Communication: 12 in Fall 2024)** Teaching College Writing: 19* / (increase of 71% from 2023) Creative Writing: 10 (increase of 107% from 2023) **includes students taking this as a 2nd degree (which chairs and deans dashboard only lists certificates being taken as a first or single degree). Also note that some of our graduate students are assigned to Post-Bac rather than to English. MATPW only: 28 MATPW + CRWR Cert: 5 MATPW + TWWDC Cert: 2 MATPW + TCW Cert: 11 TWDC Cert only: 10 TCW Cert only: 8 CRWR Cert only: 5 Total enrollment in all graduate degree programs: 87 (counting each program in which a student is enrolled) Total enrollment in all undergraduate and graduate degree programs (enrollment of individual programs added): 233

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 our number of individual students grew only slightly (about 1%, not the target of 2%), our enrollment in individual programs and our number of new graduate certificate students grow. In the EBA, several concentrations show growth, with increases in pre-law, secondary education, and creative writing. We also experienced an unexpected increase in the literature concentration, as that concentration was eliminated in Fall 2024. In the future, the category of "Literature" concentration will be "taught" out," with students choosing other concentrations, such as "Generalist." We will continue recruitment and advising strategies, especially for the generalist and technical writing concentrations. Enrollment in graduate programs overall increased, despite a decrease in enrollment in the MATPW. We suspect that some students who might otherwise have entered the MATPW may be opting for our graduate certificates. Both newer graduate certificate (Creative Writing and Teaching College Writing) showed large increases and also demonstrated that students who as "stacking" these degrees with other ENGL programs are choosing to stay with us for further credentials. We will continue to use outreach strategies such as information sessions and targeted advising to promote additional graduate enrollment, as well as work closely with the Office of Admissions to benefit from their recruiting expertise.

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 English will lower D/W/F rates in English Department courses (ENGL, PFWR, and CRWR) by 1%, with special emphasis on ENGL 1101

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)

DWF rates in 1000-4000-level English (ENGL) classes, Creative Writing (CRWR) and Professional Writing (PFWR classes)

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

Lower DWF rates by 1%

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

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)

Overall: 19.73% (summer, fall, and spring) (vs. 29.49% in 2023-24)

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 exceeded our objective in 2024-25, with an increase (9.76%) of students succeeding in undergraduate classes. ENGL 1101 had a 1.96% increased success rate. As part of our POISED initiative, we have been focusing on the following: student success in faculty annual evaluations; restructuring the common final exam; creating approachable faculty personae, professional development support; early alert processes; and Writing Center engagement. We will continue these efforts in Fall 2025

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 English will improve year-to-year retention rates by 2%

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)

Fall to fall retention rates

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

2% improvement in retention rates

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

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)

In 202308 – 202408, in the English BA, retention decreased to 59.52% (from 67.5% in 202208-202308, a decrease of 12.5%). Retention in the Graduate MATPW program decreased to 64.52% (from 68.18% in 202208-202308, a 5.52% decrease). The certificate in Technical Writing and Digital Communication decreased to 33.33% (from 50% in 202208-202308). Total graduate retention was 55% for 202308-202408 The Graduate Certificates in Creative Writing and Teaching College Writing had 0% retention; however, this is expected, as these degree programs are completed within one academic year, so 0% retention confirms that students are graduating in a timely manner.

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?

After a number of years of positive retention, retention in English as a whole decreased this year. We will increase our efforts at building relationships with new freshmen, particularly focusing on first generation students. We will maintain strong advising practices for undergraduates. For graduate students, we will continue our practices of individualized attention connected with strong advising as well as address any instructional issues in key classes.

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

English baccalaureate students who entered MGA as freshmen will graduate with fewer than 135 credit hours; English baccalaureate students who entered MGA as transfer students will graduate with fewer than 145 hours

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)

Credit hours to graduation in the English B.A.; time to degree for graduate programs

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

Average credit hours at B.A. graduation below 135 hours; average time to graduate degree three years or less

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

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)

Average credit hours at BA graduation for those who entered MGA as freshmen was 125.37, well under our target of 135 credit hours (and an improvement from 2023-2024, when this average was 132.38). Average credit hours at graduation for all BA students at graduation, including transfer students, is 135.47, at our target (and an improvement from 2023-2024, when this average was 139.67). Average time to graduation for Masters Graduate Students was 1.76 years, under the 3-year target (credit hours at graduation for MA students was 32.65 for 30-hour degree). Average time to graduation for Graduate Certificate students was, for GCert in Technical Writing and Digital Communication, 2.6 years (average credit hours of 19.8); for GCert in Creative Writing, 2.24 years (average credit hours 33.75); for GCert in Teaching College Writing, 1.5 years (average credit hours 24.5). All of these degree programs are under 3-year target. Note: while the Graduate Certificate in Technical Writing is a 15-hour degree, its courses align with the MA in Technical and Professional Writing. Frequently, students who graduate with both the MA and the Graduate Certificate delay graduation of the certificate until they have fully completed MA (and accumulate “extra” hours for the MA), thus accounting for the average credit hours at graduation beyond what seems necessary for students in the Graduate Certificate in Technical Writing and Digital communication. Additionally, students frequently “stack” the GCert in Creative Writing (a 15-your degree) and/or the GCert in Teaching College Writing (an 18-hour degree) with the MATPW. This accounts for extra hours at graduation (as those hours are for an additional degree program) and students may delay graduation until the completion of both degrees. This trend is illustrated especially in the GCert in Creative Writing, which has only existed for 2 years, but whose graduates have a 2.24 year average for graduation.

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?

Our undergraduate students graduate with impressive efficiency, and the time to degree for the English BA has decreased, to 125.37 hours in AY 2024-25 from 132.38 hours in AY 2023-24 and 133.07 hours in AY 2022-23. Consistent scheduling plans and efficient, clear advising has paid off. Our MA students also continue to graduate with efficiency, with the time to degree decreasing. Our flexible scheduling model continues to pay off. While graduate certificates also meet target for time to graduation, credit hours at graduation for graduate certificates is higher than one might expect for 15-hour or 18-hour degrees, this is because multiple students delay graduating with the certificate as they are completing it simultaneously with the MA. This shows the attractiveness of the stackable/embedded certificate for our students. For both Undergraduate and Graduate students, we will continue to work with advisors and the new advising/mentoring system to make sure upper-level students are effectively advised.

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.

In 2024-25, we successfully continued to reduce DWF rates in core English classes. Our focus was on ENGL 1101, as part of the USG POISED initiative. We also continued to focus on student success in faculty annual evaluations, attendance reporting, early alert processes, Writing Center involvement, and more. This effort showed success, as we exceeded expectation in Objective 2, lowering DWF rates by nearly 10%. We also exceeded expectations in objective 4 with time to graduation continuing to decrease, a illustrating the value of our strong advising practices. We plan to continue building on these successes in 2025-26, including development of a model ENGL 1101 class for faculty support. We slightly missed Objective #1, experiencing a 1% growth rather than a 2% growth, although enrollment in graduate programs overall increased, due to our growing graduate certificate programs. It will be important for us to continue recruitment strategies at both undergraduate and in the MATPW to continue and build our overall growth. However, our PRIMARY INITIATIVE for 2025-26 is to increase retention. We will increase our efforts at building relationships with new first year students, with a special focus on first-generation students. We will identify other specific populations where extra support may also be needed. For graduate students, we will continue our practices of strong advising of graduate students, and we will also address any instructional issues with key classes that may be hindering progression

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)

USG POISED Initiative, CCG, USG HIP Initiative, USG Momentum, Low-Cost No-Cost Books

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.

Objective 1: The Department of English will analyze enrollment in our new Graduate Certificate programs (Creative Writing and Teaching College Writing) and English B.A. concentrations and increase overall program enrollment by 2%, with special emphasis on recruiting for graduate programs
Objective 2: The Department of English will lower D/W/F rates in English Department courses (ENGL, PFWR, and CRWR) by 1%, with a special emphasis on ENGL 1101. Objective 3: The Department of English will improve year-to-year retention rates by 2% Objective 4: English baccalaureate students who entered MGA as freshmen will graduate with fewer than 135 credit hours; English baccalaureate students who entered MGA as transfer students will graduate with fewer than 145 hours; Graduate students will graduate in 3 years or fewer.

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).