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

chris.tsavatewa@mga.edu

Q2. Who is the person responsible for this report?

Chris Tsavatewa

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)

Office of the Provost

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 Office of the Provost oversees all academic matters at Middle Georgia State University. Our purpose is to build effective Schools that teach successful students while maintaining the highest academic standards.

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

Grow enrollment with purpose. Own student success. Build shared culture. Shape the academic program portfolio. Implement the academic strategy.

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.

Increase 1 Year Institutional Retention Rate (FTFT Bachelor Degree Seeking)

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)

1 Year Institutional Retention Rate (FTFT Bachelor Degree Seeking)

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

63%

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

USG Historical 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)

65.3%

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?

First-Year Experience (FYE) and Knights Academy programs launched to implement targeted strategies focused on school, meta- major connection, enhancing academic progress, facilitate general registration, thereby fostering their transition to college and ensuring holistic success. FYE and Knights Academy The success of the First-Year Experience (FYE) and Knights Academy programs in surpassing the institutional retention goal (65.3% vs. the targeted 63%) reflects a comprehensive and integrated student support strategy. Beyond the foundational targeted interventions like meta-major connections, academic progress enhancement, and streamlined general registration, the increase in retention can also be attributed to several key factors: *Expanded Targeted and Integrated Student Supports: A holistic approach ensuring students receive timely academic, social, and financial assistance. *Peer Mentoring Programs: Providing first-year students with structured support from upperclassmen, fostering a sense of belonging and accountability. *Success Coaches: Offering proactive guidance and intervention, addressing academic and personal challenges that could impede progress. *Enhanced Communication in Advising through Salesforce: Leveraging CRM tools to streamline student outreach, appointment scheduling, and engagement tracking. *Improvements in Early Alert and Faculty Feedback Systems: Strengthening early identification of at-risk students and timely faculty intervention to provide necessary support. The data trend—from 54.4% retention three years ago to 65.3%—demonstrates that these combined efforts are positively influencing student persistence. Moving forward, further refinement and expansion of these strategies can help sustain and build upon this momentum, ensuring even higher student success rates. Note: System Wide Retention up 66.8% to 70.1%

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

Increase FTFT Residential Student Retention Rate (All Degree Seeking)

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)

FTFT Residential Student Retention Rate (All Degree Seeking)

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

65%

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

Historical 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)

67.1%

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?

Brief intervention description Strategy First-time, full time (FTFT) (all degree seeking) residential students will receive targeted support systems that facilitate their academic and personal success throughout their college journey. Student Success Programming In the most recent reporting cycle, the retention rate increased significantly to 67.1%, surpassing the established goal of 65%. This marks a notable improvement in student persistence and reflects the effectiveness of implemented support interventions. Efforts to build retention of residential students included building strong partnerships between the Student Success Centers (SSCs) and the Roundtable Mentoring program with Residence Life and Student Life. Multiple mentors serve as academic tutors and student leaders (Residential Assistants) in the residence halls. Student Life and Residence Life continually empower these mentors and tutors to market their events and activities more easily to students in the dorms. The SSCs and the mentoring program hosted over 55 events across all campuses with over 1000 students participating. Several events focused primarily on residential students e.g. Prepping for Success, Knights Stress and Wellness Management, Game Night, Peer Tutoring and mentoring outreach for residential students, and success coaching workshop, among others. In addition, weekly study sessions in the residential halls, tutoring sessions, along with classroom visits were able to offer support to students. Key Takeaways *Consistent Improvement: The positive trajectory in retention rates suggests that student support mechanisms are yielding measurable benefits. *Goal Achievement: The program exceeded the 65% target, highlighting the success of interventions aimed at improving student engagement and retention. *Sustained Efforts Required: While progress is evident, continuous monitoring and adaptation of student success strategies will be necessary to maintain and further improve retention rates. Next Steps *Data-Driven Enhancements: Further analysis should be conducted to identify specific support initiatives contributing to success. *Student Feedback Integration: Gathering qualitative feedback from students can provide insights into challenges and opportunities for enhancement. *Scalability and Expansion: Evaluating whether similar interventions can be extended to other student populations, such as transfer or part-time students, could broaden institutional impact.

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

Completion of BIS Poised Project (Bachelor of Interdisciplinary Studies (BIS))

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)

Project completion (program modification and program deactivation)

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

100%

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

USG Review

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)

100%

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?

Through the multi-year effort to align the Interdisciplinary Studies programs, the department learned the importance of system-level consistency in both program naming and CIP code designation. The deactivation of the BS IDS and the transition of students into the BA IDS demonstrated the need for proactive advising and careful record-keeping to ensure students were not disadvantaged by structural changes. The approval process for modifying the BA IDS to the BIS further reinforced the necessity of maintaining alignment with USG expectations, peer institutions, and federal reporting structures. Additionally, the effort highlighted the effectiveness of collaboration between Academic Affairs, the Registrar's Office, and USG in navigating complex programmatic changes. The OOP will continue to work with the SOAL to Improved Student Transition Processes: Ensuring that all BA IDS students are transitioned seamlessly into the BIS program and that communication about degree changes is clear and proactive. Strengthened Advising Coordination: Enhancing coordination with advising teams to ensure degree audits, catalog updates, and communication plans align with the Fall 2025 effective date. Assessment of Program Outcomes Under New Structure: Monitoring the first BIS cohorts to determine whether the name and CIP alignment contribute to improved program visibility, student recruitment, and retention.This improvement cycle demonstrates how the department used the analysis of program deactivations and modifications to create a stronger, more sustainable pathway for students, while ensuring institutional and system-level compliance.

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

Improve in our USG APIRE Goals 4 and 5 (Dual LS Improvements)

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)

English 1101 Outcomes % Student Passing with ABC and LS Math 1001 Outcomes % Student Passing with ABC

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

61% for Math 1001 and 72% for English 1101

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

Historical 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)

75.57% English 1101; 73% Math 1001

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 fall we began implementation of a shared initiative between math faculty and academic success coaches. By having the success coaches assigned to specific sections, faculty were able to notify a single individual each week to report students demonstrating at-risk behaviors (poor attendance, low work production, low academic performance, etc). These coaches could then identify the type of assistance that would best help the students (tutoring, mentoring, etc). This program also gave a knowledgeable person for students to contact without the intimidation of reaching out to faculty. We saw a great deal of success with this initiative and are continuing it this spring. We hope to see the continued impact on student success. We did identify that this initiative had much less success with online courses. Our work continues as we seek to identify ways to increase engagement in these sections. In Fall 2024, the English department implemented the first stages of its POISED initiative, which included the following areas of faculty and student support: o Faculty Support § Series of departmental workshops for Fall 2024, including a grade norming workshop, a workshop on assignment development strategies, and a workshop on the new ENGL Final Exam format. § Development of Faculty Toolbox, with D2L unit aimed at helping students navigate technology issues, and material related to student success topics. o Student Support § Implementation of new ENGL 1101 Final Exam policies, in which the final exam consists of a revision of a previous essay, with specific guidelines given by instructor, along with a reflective component § Specific attention by instructors to reaffirm their approachability and clarity of instructions. § Reaffirmation of current policy that students will have grades on two essays prior to faculty midterm grade submission § Voluntary Faculty participation in a pilot for first writing unit of ENGL 1101, aimed at focusing on topic of clear student relevance English faculty faced challenges related to the changing technological landscape created by AI, in both written assignments and the Final Exam format. We will continue to review and revise methods as we face these challenges and help our students develop critical thinking and writing skills and use technology in an ethical manner. We will also continue to refine the methods currently in practice as we work toward the next stages of the POISED initiative, which focus on developing faculty resources. The plan is to maintain efforts thru 2025-2026 and continue measuring impact of student supports.

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)

- [x] Champion Student Success 1. Demonstrate standards of excellence in all academic programs
- [x] Champion Student Success 2. Grow student engagement at all degree levels
- [x] 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)

- [x] Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- [x] Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- [x] Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- [x] Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- [ ] Request for Additional Financial or Human Resources
- [x] Customer Service Changes: Communication, Services, etc
- [x] 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)

- [x] Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- [x] Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- [x] Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- [x] Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- [ ] Request for Additional Financial or Human Resources
- [x] Customer Service Changes: Communication, Services, etc
- [x] 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.

The Office of the Provost remains committed to an institutional culture of evidence-based decision-making and continuous improvement. Assessment of this year's four primary objectives demonstrates measurable gains in student success and program alignment, while also identifying areas for further development. These results underscore the effectiveness of integrated academic and student support initiatives, cross-unit collaboration, and system-level compliance with USG expectations. Past Context Institutional data from prior cycles identified challenges in first-year retention, residential student persistence, interdisciplinary program alignment, and learning support (LS) gateway course outcomes. These findings guided the development of intentional strategies: the launch of the First-Year Experience (FYE) and Knights Academy, stronger integration of student services into Residence Life, the realignment of Interdisciplinary Studies programs, and targeted LS course initiatives through the USG APIRE framework. Current Results Objective 1 – Institutional Retention (FTFT Bachelor-Seeking): The retention rate reached 65.3%, surpassing the 63% goal. Gains were achieved through FYE, Knights Academy, expanded peer mentoring, success coaching, Salesforce-supported advising, and early alert faculty engagement. Objective 2 – Residential Retention (FTFT Residential Students): Retention rose to 67.1%, exceeding the 65% target. Over 55 events, engaging more than 1,000 students, were co-sponsored by Student Success Centers, Student Life, and Residence Life, fostering academic progress and a stronger sense of belonging. Objective 3 – BIS POISED Project: The Office achieved 100% completion of the program modification and deactivation of Interdisciplinary Studies. With USG approval, the BA IDS was renamed the Bachelor of Interdisciplinary Studies (BIS) and aligned to a new CIP code, strengthening consistency with peer institutions and federal reporting structures. The process highlighted the value of proactive advising and administrative coordination across Academic Affairs, the Registrar, and USG. Objective 4 – USG APIRE Goals 4 & 5 (Dual LS Improvements): Outcomes exceeded benchmarks in both ENGL 1101 (75.57% pass rate vs. 72% target) and MATH 1001 (73% pass rate vs. 61% target). Success was supported by embedded success coaches in math sections, targeted faculty development workshops in English, the creation of a Faculty Toolbox, and revised exam formats emphasizing revision and reflection. While these efforts yielded strong outcomes, challenges persist in online LS courses and in addressing the ethical integration of AI into student writing practices. Future Direction Assessment results inform a multi-faceted improvement agenda: Retention and Student Success – Expand interventions with demonstrated impact, broaden mentoring and success coaching to transfer and part-time populations, and deepen data analytics to isolate the most effective supports. BIS Program Monitoring – Partner with the School of Arts & Letters and the Registrar's Office to ensure smooth transition of BA IDS students to the BIS and monitor early BIS cohorts for effects on recruitment and retention. Gateway Course Innovations – Continue math faculty–coach partnerships, enhance supports for online LS courses, and advance the next phases of the English POISED initiative with faculty resource development and AI-responsive assessment strategies. This cycle reflects the Provost's Office commitment to closing the loop on assessment. Institutional retention, residential persistence, and gateway course outcomes have exceeded established goals, while programmatic realignment has achieved full compliance with USG expectations. At the same time, assessment results have provided actionable insights for the next cycle of improvement. By integrating academic and co-curricular supports, fostering faculty development, and sustaining system alignment, the Office of the Provost continues to advance Middle Georgia State University's mission of fostering student success and academic excellence.

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.

Demonstrate Standards of Excellence in All Academic Programs: *Develop faculty expertise in A.I. and other emergent technologies. Grow Student Engagement at All Levels: *Expand and sustain First-Year Experience tailored for each campus Grow Student Engagement at All Levels: * Increase and assess the number, type, and quality of jointly coordinated AA/SA programs Ensure High-demand Programs for Workforce and Career Alignment: Expand Academic Programming

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:

- [x] MGA Dashboards
- [x] USG Dashboards
- [x] MGA Institutional Reports
- [x] USG System-Level Reports
- [x] MGA Internal Surveys
- [ ] USG-Administered Surveys
- [x] Academic Program Reviews
- [x] Strategic Planning Documents (MGA and/or USG)
- [x] Enrollment Reports (term-over-term, year-over-year)
- [x] Retention/Graduation/Success Rate Reprots
- [ ] Budget or Financial Reports
- [x] Assessment Reports of Institutional Effectiveness Documents
- [ ] Faculty/Staff Workload Data
- [x] 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).