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

100% - Development and Implementation

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

The outcome level is based on an appraisal of the complexity of programmatic oversight, the criteria established internally and by the USG for Institutional Options area courses, and an analysis of best practices employed by peer institutions

**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%

**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.

**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?**

The Office of the Provost and institution as a whole realized the value of cross collaboration in the development and implementation of the Area B course redesign. The 1 hour course component had not be reviewed for redesign in over a decade. The workgroups attentiveness to student success and student engagement generated a critically needed resign that built harmony across the institutional requirement, supported the Area student learning outcome, and enhanced the 3 credit hour perspectives course. Through curriculum development, piloting, training, and implementation - the Office of the Provost and CETL set forth an initiative functionally enhance the learning environment of our students. As we move into the first full year of implementation, lessons learned based on the efforts of this workgroup include - (1) The need for and support for additional/new Area B/Perspectives courses to support meta-major alignment (2) validates the need for additional instructional design staff (3) reinforces the roll of CETL in faculty development from lower level to higher level course design (4) reinforces the need for a dedicated Area B coordinator. Changes will include enhanced peer support for Area B build out and integration.

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

Develop Quality Academic Programming

**%*"Objective 2: Detail specifically how your department measured this objective? (Survey, budget number, number of participants, jobs completed, measurable time and/or effort, etc)**

# of Academic Programs developed and approved by Shared Governance

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

5 - as outlined Academic Programs in development outlined in the Academic Program Forecast and Academic Master Plan

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

Academic Planning Schedule

**% "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% (18 Programs) Doctorate in Public Safety (DPS) Master of Education in Curriculum and Instruction with a Focus in Literacy Graduate Certificate in Creative Writing Graduate Certificate in Teaching College Writing Bachelor of Science in Computer Science Physical Therapist Assistant Program Associate of Science in Computer Science Minor in Social Work Minor in Integrated Digital Media Minor in Education Music Production Minor Certificate in Spanish Certificate in Health Science Honors Pathway Certificate Certificate in Data Science Management Certificate in Computer Science Cybersecurity Certificate Certificate in Applied Behavior Analysis

**&$"Objective 2: Did your department meet this objective?**

- [x] Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- [x] Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets

In the Office of the Provost, the utilization of assessment results for continuous improvement has been an integrated and comprehensive process that considers both past achievements, current practices, and future aspirations. We firmly believe that planning is not an isolated endeavor but rather a collaborative effort that involves interaction among various units. This collaboration is particularly evident in the planning process itself, as well as in the evaluation phase when applicable. Our commitment to integration extends to aligning program and unit priorities with institutional goals. This alignment ensures that the Office of the Provost's goals are in harmony with the broader mission of the institution. Moreover, this alignment is reflected in the allocation of resources, as the budget for both the institution and individual units is designed to mirror the institution's priorities. In terms of institutional effectiveness, our approach is comprehensive and focused on long-term sustainability. We have implemented strategic planning processes or their equivalents to chart our course for the future. At the institutional level, assessment is not seen as a sporadic exercise but as an ongoing practice that involves pervasive and broad-based involvement from stakeholders across the Office of the Provost. Each unit and program within the Office of the Provost has set clear outcomes and goals that directly relate to the institution's mission. This ensures that every facet of our work contributes to the overall success of the institution. We believe that this integrated and comprehensive approach to using assessment results is fundamental to our commitment to continuous improvement in the Office of the Provost, and it will continue to guide our efforts in the future in the drafting of academic master planning, academic forecasting, strategic planning, and budgeting.

**' – "**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 High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books

**($"**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

**(%"**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.

NA

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