Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here: https://www.mga.edu/provost/program-histories.php; if they don't please contact OIRDS to update them. NOTE: All fields are required, please place NA or O in response field ONLY if SLO 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_Academic_Program,_Student_Support,_Advising_Scoring_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

marc.miller@mga.edu

Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

Master of Science in Managementt

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

○ Cochran

○ Macon

○ Eastman

○ Dublin

○ Warner Robins

● Online

Q4. In which College is this program located?

○ Arts and Letters

○ Aviation

○ Health and Natural Sciences

● Business

○ Computing

○ Education and Behavioral Sciences

Q5. Program Type

● Graduate

○ Undergraduate

○ Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

○ Summer 2022

○ Fall 2022

● Spring 2023

Q7. Approximately how many students are enrolled in this program at this location?

85

8. SLO 1: What is the first Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

Ethical and Social Responsibility Considerations Can the student identify, deliberate, and provide a solution to an ethical and social responsibility issue?

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Indirect method of assessment with the Survey of Ethical Importance and Self-Efficacy in developing and designing an Ethical Treatment (Indirect) Direct Method; Case analysis of an ethical dilemma in MGMT 5900 will be administered in Spring 2024.

10. SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

Indirect: 65% will understand the importance. 75% will indicate their self-efficacy in designing an ethical intervention. Direct: At the 85% level, mastery is established with an analysis of a case dilemma

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

Established by School of Business Graduate Council

12. SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

The indirect survey indicated that the students did feel that they had the ability to understand an ethical dilemma (87% strongly agree or agree) however, only 65% felt that they had the ability to derive a solution to an ethical problem.

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

Increased coverage of ethics in two courses: Organizational behavior and Leadership Strategic Management

14. SLO 2: What is the second Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

> Critical Thinking Can the student demonstrate critical thinking skills and multi-disciplinary problem solving skills?

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

> A paper assigned in a course in each concentration: •Supply chain mgmt. concentration: MGMT 6140 – Supply Chain Management •Organizational mgmt. concentration: MGMT 6300 – Human Resources Mgmt. •Sport mgmt. concentration: SMGT 6010 – Sport Administration •Aviation mgmt. concentration: AVIA 6300 – Airline Management

16. SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

> 85% of students score 85% or higher

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

> Established by School of Business graduate committee.

18. SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

> Overall, 90% of the students achieved the established target. The results broken down by concentration: Organizational Management: 85% Supply chain management: 90% Sport management: 90%

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

This is the second year of implementing a new assessment plan for SLO2. This plan established an assessment in one course in each concentration.

20. SLO 3: What is the third Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

Communication Can the student exhibit professional written and verbal communication skills?

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

One aspect of the vision of the Master of Science in Management is to emphasize Analytical Decision-Making skills throughout the program. An essential skill that the graduate of the degree must have then is the ability to effectively organize and interpret data through tabulating, graphing, or statistical analysis. Such analysis can reveal the meaning of the data and the relevance to the decision maker. Thus, the written communication of this analysis informs decisions and enables performance assessment. Often the audience of these communication forms are not analytically trained. Thus, if the audience does not have a background in data analysis, care must be taken to properly interpret the outcomes of data analytics so that it can be understood by decision makers with a wide range of backgrounds. Thus, when we are examining written communication for assessment of learning outcomes a sub-outcome is expressed as such. The graduate will demonstrate the ability to interpret and communicate statistical outcomes to a diverse audience. Students were given an assignment in Decision Science course and the rubric was evaluated.

22. SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

85% of students score 85% or higher on the rubric and its associated sub scores.

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

Established by School of Business graduate committee.

24. SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

68%

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

We are considering a multitude of improvements regarding this including Intense coverage of technical writing in two courses A D2L module on technical writing Possibility of an additional course in the curriculum.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to......)

N/A

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

N/A

28. SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)

N/A

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

N/A

30. SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)

N/A

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

N/A

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

The PLO's for our graduate programs are: Ethical and Social Responsibility Considerations Can the student identify, deliberate, and provide a solution to an ethical and social responsibility issue? Critical Thinking Can the student demonstrate critical thinking skills and multi-disciplinary problem solving skills? Communication Can the student exhibit professional written and verbal communication skills? Technology Is the student able to able to analyze data using technology to solve business problems? Competency Areas in Management (MSM) or Leadership (MBPL) Can the student demonstrate subject area knowledge of their degree program?

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

We deploy a systematic process assess and ensure the achievement of desired learning outcomes and the continuous improvement of our programs. We have defined broad learning outcomes (stated above) for both graduate and undergraduate programs. These outcomes reflect the knowledge, skills, and competencies that students are expected to acquire upon completion of the program. The AOL committee then translate these PLOs into clear and measurable learning outcomes that have been mapped to the course structure of the programs. Curriculum mapping ensures that the program provides opportunities for students to develop and demonstrate the desired knowledge and skills. For each PLO, we will measure a direct and indirect assessment at least twice during a five-year review cycle. That is, the PLO is measured, the results are sent to the Curriculum Committee who implements an improvement, and the PLO is measured again to assess the effectiveness of the improvement and to suggest future modifications.

Q43. Report and analyze the learning outcomes associated with each program concentration or track

We are dedicated to Continuous Improvement in all that we do. We strive to create a culture of dedication to never ending improvement of our programs and processes which drive the strategic, tactical and operational decisions of the School of Business. We start with our mission statement and core values which emphasize the need for constant improvement based on the intentional study of our core practices and processes. Our organizational structure and faculty governance processes enable core processes of: • Program and Curriculum Review • Annual Assessment of Learning Outcomes • Program Delivery Methods Review • Faculty Review, Development, and Support Program and Curriculum Review: There are three main committees that perform Program and Curricular Review: The Undergraduate AOL Committee, Undergraduate Curriculum Committee, and Graduate Council. Our current mission is primarily undergraduate hence, the Graduate Council subsumes both AOL and Curriculum functions. These committee comprise the structures which conduct program reviews to assess the effectiveness and relevance of our curriculum. Based on the findings, the school updates and enhances its programs to ensure they align with emerging trends, industry demands, and the changing needs of students. The school promotes an agile curriculum that adapts to market demands and prepares students for current and future challenges. In the case of the undergraduate review, the relationship between the two committees is that the AOL Committee assesses the PLO's through an intentional and rigorous assessment of learning outcomes. This information is passed to the Undergraduate Curriculum Committee who deliberates the findings and recommendations and ultimately makes recommendations for changes and improvements to the curriculum. The UG Curriculum Committee will also examine feedback from community and industry stakeholders, conducts benchmarking exercises with peer institutions, and evaluates the efficacy of the program and course learning outcomes. At the graduate level, the review is similar however it all takes place under the auspices of one committee: the Graduate Council. Program and Curriculum Review is an ongoing process. The results of these reviews are used for both internal process and content changes as well as compliance efforts for SACS CoC reviews of degree programs. Thus, we also rely on input and feedback from governance within the university and the Office of Institutional Effectiveness and Research within the provost's office. Institutional accreditation serves as a validation of the school's adherence to rigorous academic standards and continuous improvement practices. We are committed to overall quality and high impact outcomes of our programs.

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

87

33. 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) 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

34. 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 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 [   ]

35. 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)

AACSB

36. 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.

We are dedicated to Continuous Improvement in all that we do. We strive to create a culture of dedication to never ending improvement of our programs and processes which drive the strategic, tactical and operational decisions of the School of Business. We start with our mission statement and core values which emphasize the need for constant improvement based on the intentional study of our core practices and processes. Our organizational structure and faculty governance processes enable core processes of: • Program and Curriculum Review • Annual Assessment of Learning Outcomes • Program Delivery Methods Review • Faculty Review, Development, and Support Program and Curriculum Review: There are three main committees that perform Program and Curricular Review: The Undergraduate AOL Committee, Undergraduate Curriculum Committee, and Graduate Council. Our current mission is primarily undergraduate hence, the Graduate Council subsumes both AOL and Curriculum functions. These committee comprise the structures which conduct program reviews to assess the effectiveness and relevance of our curriculum. Based on the findings, the school updates and enhances its programs to ensure they align with emerging trends, industry demands, and the changing needs of students. The school promotes an agile curriculum that adapts to market demands and prepares students for current and future challenges. In the case of the undergraduate review, the relationship between the two committees is that the AOL Committee assesses the PLO's through an intentional and rigorous assessment of learning outcomes. This information is passed to the Undergraduate Curriculum Committee who deliberates the findings and recommendations and ultimately makes recommendations for changes and improvements to the curriculum. The UG Curriculum Committee will also examine feedback from community and industry stakeholders, conducts benchmarking exercises with peer institutions, and evaluates the efficacy of the program and course learning outcomes. At the graduate level, the review is similar however it all takes place under the auspices of one committee: the Graduate Council. Program and Curriculum Review is an ongoing process. The results of these reviews are used for both internal process and content changes as well as compliance efforts for SACS CoC reviews of degree programs. Thus, we also rely on input and feedback from governance within the university and the Office of Institutional Effectiveness and Research within the provost's office. Institutional accreditation serves as a validation of the school's adherence to rigorous academic standards and continuous improvement practices. We are committed to overall quality and high impact outcomes of our programs.

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

Assessment of Learning Outcomes MSM Technical Written Communication.docx
23.1KB
application/vnd.openxmlformats-officedocument.wordprocessingml.document