



**Middle Georgia  
State University**

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](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](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

paul.gladden@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).

Bachelor of Science with a major in Psychology

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?

43

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.....)

The SLO statement was "Students will identify appropriate research methodology and explain its limitations to answer psychological questions and choose the appropriate statistical analysis."

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.)

10 Exam Questions--8 multiple choice and 2 free response written response questions. Students who took PSYC 3002- Research Methods in Cochran in Fall 2022 were assessed.

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....)

80% of the students taking PSYC 3002- Research Methods- in Cochran will earn 70% or better on the assessment measure.

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

The standard of 70% was established several years ago based on the minimum passing level for the course (i.e., grade of 'C').

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)

40%

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?

Only 5 students took PSYC 3002 in Cochran in Spring 2023, so the quite low percentage of students who successfully met the assessment target might be attributable to this small sample and random chance. The assessment results for PSYC 3002 have been improving for the online campus (including the results of the same instructor who taught the course in Cochran). We will continue to monitor the results in the upcoming year. It will be discussed with the instructor to emphasize the concepts included in the assessment measure going forward- to aim to to deepen student learning of the relevant material.

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.....)

The SLO statement was "Students will identify major mental disorders as presented in the Diagnostic and Statistical Manual and choose appropriate treatment."

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.)

7 Multiple Choice Exam Questions were used to assess the SLO. Students who took PSYC 3265- Abnormal Psychology in Cochran in Spring 2023 took the assessment.

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....)

80% of the students taking Online PSYC 3265 in Cochran in Spring 2023 will earn 70% or better on the assessment measure.

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

The standard of 70% was established several years ago based on the minimum passing level for the course (i.e., grade of 'C').

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)

9%

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?

Only 1 out of 11 students was reported as successfully meeting the target in Cochran for PSYC 3265 in Spring 2023. However, the assessment result target was met in the prior year (Spring 2022), with the same instructor. The department chair has begun discussing these results with the relevant instructor. Plans for improvement may include increased emphasis on teaching the concepts assessed and a discussion among the instructors for updating the assessment measure.

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.....)

The SLO statement was "Students will identify the functions of major structures of the brain and nervous system."

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.)

10 multiple choice questions were used to assess the SLO. Students who took PSYC 3401- Biopsychology- in Cochran in Fall 2022 were assessed on the measure.

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.....)

80% of the students taking PSYC 3401- Biopsychology- in Cochran- will earn 70% or better on the assessment measure.

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

The standard of 70% was established several years ago based on the minimum passing level for the course (i.e., grade of 'C').

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)

0%

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?

Although the target was not met, there were only 2 students in the class and 2 who took the assessment. The results could partly be due to very small class sizes in our upper-level courses in Cochran. The results were strong both online and in Macon for the course in 2022-2023. We will continue to monitor these results.

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.....)

The SLO statement was "Students will synthesize concepts from cross-cultural research and theory in an integrative essay."

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.)

Students in PSYC 3201- Cross-Cultural Psychology responded to a prompt that asked them to write an essay that synthesized particular information/concepts from Cross- cultural Psychology. The SLO statement was "Students will synthesize concepts from cross-cultural research and theory in an integrative essay."

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....)

80% of the students taking PSYC 3201- Cross-Cultural Psychology- in Cochran Fall 2022 will earn 70% or better on their integrative essay response.

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

The standard of 70% was established several years ago based on the minimum passing level for the course (i.e., grade of 'C').

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)

57%

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?

4 out of 7 students successfully met the assessment results target in Fall 2022. The lower results could be due to small class sizes in our upper-level classes in Cochran and random chance. In the prior year (Fall 2021), 100% (3 students) of students who took the assessment successfully exceeded the target. The results will be discussed with the instructor and increased emphasis on the relevant concepts/material will be encouraged.

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).

There are no concentrations or tracks within the B.S. program in Psychology.

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

There are no concentrations or tracks within the B.S. program in Psychology.

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

There are no concentrations or tracks within the B.S. program in Psychology.

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

25

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](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)



This question appears more appropriate for the department/unit-level assessment (rather than the program assessment). We have previously adopted/encouraged low cost textbooks. We have also encouraged high Impact practices/"signature experiences" in courses, and momentum year with respect to advising for the program.

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.

None of the 4 assessment results targets were met for the program on the Cochran campus in 2022-2023. In the prior year (2021-2022), 2 of the 4 targets were met in Cochran. There are very small class sizes for our upper-level courses in Cochran, so some of this may be due to random chance and small samples of students completing the assessment measures. Some of the relevant instructors have speculated that student's behavior has drastically changed since the pandemic also. There could also be systematic differences between the academic preparedness of our students across different campuses. Since results were relatively strong with larger class sizes in online classes, we will continue to monitor the results for the upcoming year (2023-2024).

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