



**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) (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

betsy.mcdaniel@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).

Associate of Science in Occupational Therapy Assistant

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?

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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.....)

Students will use clinical reasoning in order to develop occupation-based interventions that address client factors, performance skills, and performance patterns.

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.)

Written assignment/case study

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 all students will earn a grade of 75% or better on Level I Fieldwork Assignment #4 (Intervention Implementation)

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

The performance level required to demonstrate mastery of this information is set at 75% because all OTA graduates must take and pass a national certification exam in order to earn a license to practice occupational therapy. The required score to pass the certification exam is 75%.

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)

94%

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?

We are exceeding our target performance for this SLO. However, during our recent re-accreditation cycle, we determined that students would benefit from more lab opportunities designed to support application of interventions in real-world settings. These new learning activities were implemented in 2023 and we have noted an increase in clinical reasoning when students are required to implement an intervention session. We contribute that increase to the increase in opportunities to problem solve interventions with immediate faculty feedback.

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.....)

Students will be able to apply therapeutic use of occupations with groups for the purpose of participation in roles and situations in the home, school, workplace, community, and other settings.

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.)

Written assignment

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 all students will earn a grade of 75% or better on the Group Protocol

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

The performance level required to demonstrate mastery of this information is set at 75% because all OTA graduates must take and pass a national certification exam in order to earn a license to practice occupational therapy. The required score to pass the certification exam is 75%.

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)

100%

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?

Once again, we exceeded the target performance level for this SLO. Students first learn the fundamentals of therapeutic groups and why they are used for intervention in occupational therapy. Students must then select a population of interest and develop an OT task group for participants. The level of success students have with this SLO is contributed to the interactive teaching style of the instructor combined with lab activities that allow students to test their ideas/skills prior to completing this assignment.

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.....)

Students will be able to contribute to the OT evaluation process by administering standardized and non-standardized screenings and assessment tools.

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.)

Presentation/demonstration of skills

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 all students will earn a grade of 75% or better on the Pediatric Assessment Tool Presentation

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

The performance level required to demonstrate mastery of this information is set at 75% because all OTA graduates must take and pass a national certification exam in order to earn a license to practice occupational therapy. The required score to pass the certification exam is 75%.

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)

100%

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?

ACOTE requires OTA students be trained to complete both standardized and non-standardized assessment tools. In the Pediatric Practice class, students are building on prior knowledge of physical and mental assessment tools for adults. This prior knowledge combined with multiple opportunities to practice pediatric assessments both in the lab and in clinical environments contributes to our students' ability to exceed the target performance level for this SLO.

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.....)

Students will demonstrate entry-level competence in the delivery of occupational therapy intervention to address physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.

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.)

Practical skills assessment

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 students will earn a grade of 75% or better on all practical skills examinations

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

The performance level required to demonstrate mastery of this information is set at 75% because all OTA graduates must take and pass a national certification exam in order to earn a license to practice occupational therapy. The required score to pass the certification exam is 75%

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)

90%

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?

We continue to monitor student master of skills required by ACOTE through the use of practical skills examinations. We provide students with multiple interactive lab demonstrations and learning activities as well as clinical observations in the form of required Level I Fieldwork, where they are able to witness and practice the skills they have been taught. This contributes to the high level of performance our students are able to achieve for this SLO.

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 of tracks within this academic program. 1. The student will be able to correctly identify pathophysiology and related symptoms in order to understand best practice for recovery or adaptation. 2. The student will collaborate with colleagues to accurately assess a patient pre/post exercise. 3. The student will make appropriate decisions regarding the need for environmental modifications or assistive technology to maximize human performance within rehabilitation facilities, the home, and/or community. 4. The student will be proficient with documentation, professionalism, and cultural competence in a rehabilitation setting.

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

Data is gathered every semester through documented student performance, course evaluations, fieldwork performance evaluations, fieldwork educator feedback, graduate feedback, and employer feedback.

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

The SLOs for the OTA Program are based upon ACOTE required content standards. We believe these SLOs demonstrate the quality of the OTA curriculum and our student's ability to exceed the target performance level are supported by our exceptional pass-rate on the NBCOT exam following graduation. Our pass-rate is currently 95%.

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

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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 that 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 that 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)

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.

The OTA Program is continuously involved in program assessment and evaluation for both MGA and the Accreditation Council for Occupational Therapy Education (ACOTE). In 2022, we received re-accreditation from ACOTE following completion of an intense self-study process with no areas of non-compliance. We also achieved a 10-year re-accreditation period from ACOTE, which is the longest accreditation period awarded. We also have an exception pass-rate on the NBCOT licensure exam with 100% in 2021 and 95% in 2022. We are able to achieve this outstanding success due to our continual program assessment which allows us to develop and implement updated or revised course content and interactive lab development based on student performance and stakeholder feedback.

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