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

teri.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).

Bachelor of Science Respiratory Therapy (Bridge/completion program)

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?

```
25
```

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 utilize peer-reviewed research in assessing cardiopulmonary best practices.
```

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.)

Article Critique Essay- RESP 3030 Respiratory Research

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 students who complete the assignment will score 75% or above.

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

We utilize past performance data to establish this score and what would be required to earn a "C" within the course.

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)

100%

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?

Critical review of peer reviewed literature is important for RTs. The students continue to meet this objective. The score improved from last year, which was 86%. No intervention at this time.

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 effectively communicate best practices in cardiopulmonary disease management.

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.)

Disease Management Case Presentation- RESP 4010 Case Management and Protocols

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....)

At least 80% of students who complete this assignment will earn a score of 75% or higher on the identified assessment.

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

We utilized past performance to establish the target, as well as the final score needed to earn a "C" within the course.

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?

> This threshold was met- 100% of the students met this threshold. No intervention needed at this time. The SLO was not met last year, demonstrating improvement following intervention. We will continue to monitor.

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 apply best practice principles in the development of cardiopulmonary management plans.

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.)

> FMEA Presentation- RESP 4020 Quality Control

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 students who complete the FMEA Project will score 75% or above.

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

> We utilize past performance to establish the threshold, as well as the final grade needed to earn a "C" or higher within the course.

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?

Students must learn good quality management practices. This assessment has demonstrated collaborative application of these objectives and continues to demonstrate student achievement in this SLO. No intervention at this time.

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).

> Respiratory Therapy currently has only one track within our BSRT Bridge/Completion program. We utilize our established learning outcomes to monitor student learning outcomes and assure students are able to apply these skills within the program and demonstrate learning that could be applied within their career. We expect at least 80% of our students to achieve at least 75% or above in each SLO.

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

> We collect data from each instructor who teaches the related course and content to assess how students achieved. We gather the student scores, the assignment, any related rubrics, and a student example (if available, depending on D2L access). We report these outcomes through this process here and share at our departmental meetings and our RT advisory committee meetings annually.

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

Our SLOs are currently being met at 100%, which is an improvement. We will continue to monitor them for the coming year. We plan to maintain these as they are exemplary of the skills and knowledge needed toward success in this program.

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

17

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)

N/A for this degree track- This is an online degree advancement program. This program being online gives working RTs the best opportunity to advance their degree.

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 utilize these learning outcomes to assure our students are engaged in the learning process, incorporating knowledge application in assessing research, demonstrating understanding of quality control and incorporating evidenced base medicine in their study of disease processes and management as a Respiratory Therapist.

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

Location Data

Location: (32.7894, -83.6807)

Source: GeoIP Estimation