



**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

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).

Respiratory Therapy Entry-Level 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?

20

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 accurately evaluate patient data.

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.)

Simulation Lab Evaluation

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....)

During the simulation laboratory exercise, 70% of students will successfully integrate patient data into the management of patient care.

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

The BSRT-Entry program is an entry-level degree program accredited by the Commission on Accreditation for Respiratory Care (CoARC). The program's primary goal is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs) and to prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advance clinical practice (which may include an area of clinical specialization). Clinical and laboratory skills demonstrations are an accreditation requirement and we set thresholds based on past performance.

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?

Student achievement was good and remains so. Students effectively utilize patient information to make clinical decisions in the simulated environment. Further, with COVID largely past, we have utilized more simulation with this cohort and plan to continue. No changes/intervention planned 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 demonstrate appropriate use of Respiratory Therapy Equipment

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.)

Equipment Lab Final- Virtual Clinical I Lab RESP 3112

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....)

70% of students will score at least 90% on the assessment.

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

We set a minimal score of 90% for final demonstration of skill. We establish a 75% minimum score on first attempt in order to receive the opportunity to achieve a final 90% score.

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)

67% first attempt; 91.67% final attempt.

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 SLO was not met on first attempt; however, students who earned the opportunity for a retake scored at least 90%, giving a final attempt of 91.67% of the cohort achieving 90% or above. Students completed the equipment laboratory exam with 8 out of 12 scoring 90% or above on their first attempt. Students scoring 75%-89% were allowed a re-take opportunity, which 3 of the 4 were qualified and all of these passed the final assessment at 90% or above to move forward in the program. We will work with the course instructor to discuss intervention ideas for improvement on initial scoring. One area we have used in the past were student videos for practice demonstration. This may be one area to reinforce/reimplement. 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 modify therapeutic procedures from appropriate patient care.

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.)

NBRC Comprehensive Closed Clinical Simulation Self Assessment Exam

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 will score of 50% or higher on the Decision Making (DM) portion of the identified assessment.

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

Past performance data is the primary tool used to establish this target; although pass rates for the exam are considered. For the actual credential examination, a passing score for decision making on the CSE is 66%. We have established through years of monitoring that students scoring < 50% in decision making are at the highest risk of credentialing challenges and potential failure.

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?

Student achievement surpassed threshold. The highest score was 80%, the lowest was 50% with the class average at 63.81%. No changes/intervention planned at this time. Post-graduation credentialing outcomes support similar success, as they have achieved a 100% pass rate on this exam as a cohort.

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 gather appropriate information for patient care.

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.)

NBRC Comprehensive Closed Clinical Simulation Self- Assessment Exam

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....)

Past performance data is the primary tool used to establish this target; although pass rates for the exam are considered. For the actual credential examination, a passing score for decision making on the CSE is 79%. We have established through years of monitoring that students scoring < 50% in information gathering are at the highest risk of credentialing challenges and potential failure.

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

80% of students will score of 50% or higher on the Information Gathering (IG) portion of the identified assessment.

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)

100%

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?

Student achievement surpassed this threshold. The highest score was 81%; the lowest score was 66% with a class average of 73.69%. No changes/intervention planned at this time. Post-graduation credentialing outcomes support similar success, as they have achieved a 100% pass rate on this exam as a cohort.

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 is only one track in our BS Respiratory Therapy program. The BSRT-Entry program is an entry-level degree program accredited by the Commission on Accreditation for Respiratory Care (CoARC). The program's primary goal is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs) and to prepare leaders for the field of respiratory care by including curricular content that includes objectives related to acquisition of skills in one or more of the following: management, education, research, advance clinical practice (which may include an area of clinical specialization). We established each of our learning outcomes to reflect these areas of assessment in our learning outcomes.

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

Our learning outcome assessments are gathering from various times during the students' program. The equipment final is their 1st semester; the simulation demonstration is in their 3rd semester and their CSE closed examination is in their 5th semester. Additionally, the students take a CSE self-assessment exam during their 4th semester to identify any weak areas to reinforce prior to their last semester. Students scoring lower are counseled with input given on what they can do to bridge an assessment/learning gaps. We utilize these assessments a various points in the curriculum to assure students are progressing toward successful completion and credentialing. These represent a small portion of the learning outcomes our students are required to demonstrate by our accrediting body.

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

Our students were successful in each of our SLOs. While there were some lower scores in their first semester, which some students not progressing due to their deficiencies, the result was a 100% pass rate in credentialing exam after graduation. This is the ultimate outcomes our accreditors consider and these SLOs are designed to show progression toward that goal. We believe SLOs are, relevant and their thresholds appropriate.

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

22

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)

Our face to face BSRT entry program utilize a variety of HIPS in order to highly engage our students and prepare them for success. These include service learning, internships, research application, peer mentoring and flipped classes to name a few.

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 monitor our students progress and success very carefully throughout the program. As demonstrated in our progressive assessment plan, we assess early and continue with documented feedback to the student as they progress, with appropriate intervention when needed. This year marks the fourth year we have been recognized nationally for our credentialing outcomes success and this year our graduating cohort achieved a 1st time pass rate of 100% on the Therapist Multiple Choice exam and all have pass the Clinical Simulation Exam (one repeated after missing the pass rate by 2 points). We are very pleased with these scores and will continue to carefully monitor and follow our plan.

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