



**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).

Bachelor of Science with a major in Rehabilitation Science

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?

122

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 student will be able to correctly identify pathophysiology and related symptoms in order to understand best practice for recovery or adaptation.

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.)

Midterm Exam

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 score a grade of 70% or better on the midterm exam in RHAB 4000.

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

The target performance level has been established by reviewing past performance data for similar programs as well as student course evaluations.

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)

80%

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?

This is a marked improvement over last year when only 44% of students in RHAB 4000 met the target performance level. The RS faculty revised the course so that the content flowed differently and was delivered in more manageable modules. The faculty also implemented study groups in fall 2022 and continued those in spring 2023. The study groups have also helped students connect with the information in different ways and increased overall retention. We will continue these strategies.

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 student will collaborate with colleagues to accurately assess a patient pre/post exercise.

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.)

Practical Skills Examination

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 all students will earn a grade of 70% or better on the Assessment Skills Practical Examination

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

The target performance level has been established by reviewing past performance data for similar programs, expected mastery of skills in order to accurately assess patient information, and student course evaluations.

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)

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?

The Final Assessment Practical Skills Assessment is a culmination of all practical skill exams in RHAB 4250. Some students do not perform as well on the first attempt at completing these skills, therefore the RS faculty has implemented many hands-on labs and remediation labs for students who need to improve their skills. 90% of students were able to achieve master of these skills due to the many opportunities the RS faculty provides for students to practice. We will continue to offer these types of learning activities.

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 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.

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.)

Individual presentation with case study

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 all students will earn a grade of 70% or better on the Home Evaluation

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

The target performance level has been established by reviewing past performance data for similar programs, expected mastery of skills in order to make appropriate recommendations for patients, and student course evaluations.

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)

80%

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?

Meeting the target performance level indicates that students are, on average, connecting with and retaining the information delivered in this course. The RS faculty have designed a collaborative learning activity with OTA students to help the RS students apply what they are learning in real-world situations. We will continue this learning activity to ensure RS students gain mastery in completing home evaluations.

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 student will be proficient with documentation, professionalism, and cultural competence in a rehabilitation setting.

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.)

Presentation

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 all students will earn a grade of 70% or above on Cultural Project

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

The target performance level has been established by reviewing past performance data for similar programs, expected mastery of skills in order to make appropriate recommendations for patients, and student course evaluations.

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)

93.75

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?

Although students have demonstrated excellent performance on the cultural presentation in RHAB 4100, the RS faculty have determined that this assessment instrument does not accurately test student skills in the area of documentation and professionalism. This determination combined with feedback from community partners where students complete their internship lead the RS faculty and department chair to develop a new course in the Rehab Science Program which is designed to instruct students in the development of professional behaviors suitable for working in clinical settings. This SLO will be assessed in that course in the future.

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 3 tracks in the Rehabilitation Science Program as well as the base program: Respiratory Therapy Track, Nursing Track, and Graduate Track. The SLOs are common across the base curriculum and all tracks: 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?

The SLOs are common across all tracks, therefore the data is collected and reported using student performance on the selected assessment instrument.

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

Overall, students are meeting the target performance levels for each SLO. The RS faculty have used this information since the beginning of the degree program in Fall 2019 to understand student trends and help to determine best teaching strategies. Students consistently appear to respond best to a learning activities that combine lecture and experiential or lab based learning. The faculty are continuously monitoring student outcomes and course evaluations to determine modifications that need to be made to individual courses as well as the program as a whole. Student course evaluations are largely positive and reinforce the evidence documented by this assessment that they learn best when lecture is combined with hands-on learning. The faculty will continue to investigate, develop, and implement learning activities that will allow students to apply their knowledge.

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

48

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)

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 Rehab Science faculty continuously use the data collected during program assessment to understand student trends in interest and in skill mastery to inform curriculum planning, course design, and course scheduling. At the end of Fall semester 2022, the RS faculty noticed that new students are not as connected with the major and in-coming freshmen were having a difficult time understanding job opportunities. We also noticed that very few students declare the GRAD track, even if they do plan to attend a graduate program in a Rehab Science field. After a comprehensive analysis of student outcomes, student feedback, and stakeholder feedback, the faculty voted to deactivate the GRAD track and replace it with a Sports Medicine track. Several new courses will be developed to fulfill this track which will allow students to connect with possible career options in a more definitive way and also provide students who are planning to attend graduate programs with a more solid foundation in specific skills needed for Rehab Science clinical professions.

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