

Provost's Comprehensive Program Review Report

Institution: Middle Georgia State University
Academic Program Name: B.S. in Rehabilitation Science
CIP Code: 512314
College or School: School of Health & Natural Sciences
Department: Rehabilitation Science

Date of Last Internal Review: N/A (first CPR, program started Fall 2019)

Outcome of Previous Program Review (brief narrative statement): N/A

Current Date: 5/18/2022

Provost Response: *Academic Affairs acknowledges the documented value of the B.S. in Rehabilitation. It continues to be a viable and valuable academic program that has responded appropriately to market forces and workforce needs. The program has met enrollment expectations during its first CPR cycle.*

Program Quality and Productivity Improvement Plan: *Following a review of the Chairs Report, the IERB comments, and the Deans appraisal, the Office of the Provost concurs with the findings and supports the documented plan of action.*

- *Continue efforts to collaborate with the local high schools to market to HOSA students*
- *As the program moves into the next review period, it will continue to coordinate with the SOHS leadership to support interdisciplinary endeavors and enhance the learning environment.*
- *Expand its focus on student success and graduation rates.*

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

X Program MEETS Institution's Criteria

X Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program PARTIALLY MEETS Institution's Criteria and will be re-evaluated in _____.

Program DOES NOT MEET Institution's Criteria

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

Program will be voluntarily terminated.

Other (identify/add text):

Provost or VPAA Signature:



Date:

6/1/2022

Comprehensive Program Review Report

Academic Program Name: BS in Rehabilitation Science

College or School: Health & Natural Sciences

Department: Rehabilitation Science

Date of Last Internal Review: 1st CPR review, program started Fall 2019

Outcome of Previous Program Review (brief narrative statement, if applicable):

Current Date: 4/6/2022

Executive Summary: *Provide a summary related to the academic program's quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. If this is the initial review of the program address how the program is/is not meeting the enrollment and credit hour projects contained in the original program proposal. Include a statement of plans for action based on the overall categorical summation contained in the next section.*

The Bachelor of Science in Rehabilitation Science program continues to be a high quality, viable, and productive program. As stated in the university's mission, the Rehabilitation Science program continues to "educate and graduate inspired, lifelong learners whose scholarship and careers enhance the Middle Georgia region through professional leadership, innovative partnerships, and community engagement".

Since the inception of the program in 2019, the Bachelor of Science in Rehabilitation Science experienced steady growth prior to the COVID-19 pandemic in 2020-2021. This degree serves as a stackable credential and contains the prerequisite courses needed for graduate level education in other programs such as Occupational and Physical Therapy. For the purpose of program growth, a new strategic plan has been implemented to increase growth in this program which includes (1) creating virtual and informative webinars, (2) establishing relationships with area Health Occupation Students of American (HOSA) high school student groups, and (3) offering tours of our campus facilities in addition to partnering with the efforts of our recruiters from the Office of Admissions. Faculty, staff, and students continue to be committed to teaching, scholarly endeavors, and service to the rehabilitation science profession and the community.

Categorical Summation

Check any of the following to categorically describe action(s) the institution will take concerning this program.

Program MEETS Institution's Criteria

- Program is critical to the institutional mission and will be retained.
- Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

Program DOES NOT MEET Institution's Criteria

- Program will be placed on a monitoring status.
- Program will undergo substantive curricular revisions.
- Program will be deactivated.
- Program will be voluntarily terminated.
- Other (identify/add text):

Academic Dean Signature:



Dean of Graduate Studies Signature (when applicable):

Date: 4/6/2022

IERB's Comprehensive Program Review Rubric and Evaluation

Date Reviewed: 3/8/2022

Program Reviewed: B.S. Rehabilitation Science

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program

This program began in Fall 2019, meaning that graduation trends may be subject to acute, initial growth patterns. This program has not been reviewed, and thus has had no opportunity for constructive review

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment	<i>This program has significantly positive enrollment trends and robust credit hour production</i>	<i>This program has stable or moderately positive enrollment trends and healthy credit hour production</i>	<i>This program has negative enrollment trends and weak credit hour production</i>		3-yr growth: 23.4% (Fall 2019 – Fall 2021)
Graduation Trends USG benchmark: Bachelor's Degrees: 10 graduates/year	<i>Three year rolling average greatly exceeds USG minimum benchmark for degrees conferred</i>	<i>Three year rolling average meets or exceeds USG minimum benchmark for degrees conferred</i>	<i>Three year rolling average does not meet USG minimum benchmark for degrees conferred; the program is "low performing" by USG definition</i>	No evidence	<i>Rolling average computation is incomplete, since program has not reached a total 3 year time span</i>

IERB's Comprehensive Program Review Rubric and Evaluation

<p>Graduate, Associate's or Certificates: 5 graduates/year</p> <p>Programs falling under these benchmarks are designated as "low performing"</p>					
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Program Strengths of Note:

The program offers tracks for each of three major career paths: graduate, nursing and respiratory therapy

A practical internship, which can facilitate networking, is required

There is evidence for continued and increasing demand for the discipline students are trained for

Although a relatively new program, enrollment and graduation numbers are projected to increase as the program continues to monitor when students enter the major, to fine tune sequencing of courses, to make community connections, and to respond to the need for rehabilitation professionals in the work force.

Rapid growing Enrollment as well as Graduation rate.

Areas of Concern:

IERB's Comprehensive Program Review Rubric and Evaluation

Other Comments:

This program provides a great service as the need for rehabilitation professionals is on the rise. The job outlook is positive for MGA students who complete the program.



Comprehensive Program Review

FY 2021 – 2022

Institution: Middle Georgia State University

Academic Program: B.S. in Rehabilitation Science

School: School of Health and Natural Sciences

Department: Rehabilitation Science

CIP Code: 512314

Date of Last Internal Review: 1st CPR review, program started Fall 2019

Faculty Completing Report: Betsy McDaniel and Stacey O’Neal

Current Date: 2/1/2022

5 Year Enrollment by Campus and Graduation Trends

Enrollment

Campus	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	3 YR Growth	Fall 2019 compared to Fall 2021 only
Macon							
Cochran	N/A	N/A	80	111	106	23.4%	24.5%
Warner Robins							
Dublin							
Eastman							
Online							
Off Campus							
Total	N/A	N/A	80	111	106	23.4%	24.5%

Graduates

- For data consistency, the fiscal year is in which the degree was awarded. For examples, fiscal year 2019 includes degrees conferred in Summer 2018, Fall 2018, and Spring 2019.

FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	5 YR Growth	FY17 compared to FY21 only
N/A	N/A	N/A	N/A	8	N/A	N/A

**The narrative should be as direct as possible and no longer than three pages.*

Purpose and Mission Alignment

The mission of the Bachelor of Science in Rehabilitation Science (RS) Program shares the Department of Rehabilitation Science mission to deliver an evidence-based education program that prepares competent rehabilitation professionals who will improve the quality of life, health, performance, and well-being of diverse populations throughout Georgia. In developing students critical thinking, effective communication, and professional skills, the Rehabilitation Science Program advances the School of Health and Natural Sciences' mission to deliver quality programs incorporating evidence-based practice and real-life applications which prepare students to be competent professionals and leaders within our community and beyond. The success of recent Rehabilitation Science graduates in obtaining admission to graduate programs or entering the workforce in local healthcare facilities certainly advances MGA's mission to "educate and graduate lifelong learners whose scholarship and careers enhance the Middle Georgia region through professional leadership, innovative partnerships, and community engagement."

Program Age, Tracks, Method of Delivery, and Changes

The RS Program received USG Approval in Fall 2018 and the first RS classes were offered at MGA in Fall 2019. The program was developed to offer MGA students an avenue to pursue careers in the rehabilitation science field that do not require direct patient care. The program also offers students the rigorous prerequisite courses required to compete for admission to highly desired health career programs at MGA (such as nursing and RT) and graduate programs including physical therapy, occupational therapy, athletic training, and physician's assistant. To that end, MGA developed tracks in addition to the general B.S. in Rehabilitation Science degree to allow students to take the specific courses needed to meet their individual career goals. These tracks include:

- Graduate (students who intend to apply to a graduate program)
- Nursing (students who intend to apply to the Nursing Program)
- Respiratory Therapy (students who intend to apply to the Respiratory Therapy Program)

Students on the Nursing and Respiratory Therapy tracks will ultimately change their major once they are formally admitted to the health career degree program of their choice and therefore should not be considered in enrollment, progression, retention, and graduation numbers for the B.S. in Rehabilitation Science degree program. To allow students to progress through the degree requirements as quickly as possible and to accommodate a wide variety of career goals, there are 18 open elective hours in the upper division.

RS classes are offered primarily on the Cochran campus in face-to-face format. Since the RS Program is only 2 years old, this is the first time it has been reviewed and there are no changes to report.

Accreditation

The B.S. in Rehabilitation Science degree program does not operate under any external discipline-specific accreditation process.

Benchmarks of Progress

Enrollment:

Enrollment numbers for the Rehabilitation Science Program have shown a 24.5 percent growth since the beginning of the program in Fall of 2019. The enrollment numbers show the overall body of students that have declared RS as their major, but even if we look at the enrollment number for individual classes for upper division courses, we are seeing significant increases in the number of students who are declaring RS as their degree program and then seeing it through to fruition. For example, Fall 2020 RHAB 3100 had an enrollment of 12 students and Fall 2021 there was an enrollment of 30 students. RHAB 4000 showed an increase from 12 students as well to 25 students over the past year. As more students enter the pipeline as freshmen into the university, the process will be even smoother due to the fact that students will be able to enter courses in the appropriate order because some courses are only offered once a year. As the program continues to grow it would be beneficial to have the faculty available to eventually offer multiple sessions of sequential classes throughout the year, so students do not have to wait a year to take a class.

Graduation:

The first graduating class for RS was in Fall 2020 with six students meeting the degree requirements for the Program. Spring 2021 had only two graduates from the program. However, due to the sequencing of the courses, the majority of RS students should graduate during Fall commencement. For Fall 2021, RS had eight graduating seniors, seven projected for Spring 2022 and around 18 projected for Fall 2022. These numbers should continue to grow as

the program expands and more students are made aware of their options available for the program.

Action Plan

While still being a new program, we have worked to begin making community connections with our students and it is our goal to broaden the impact of the MGA's RS program over the course of the next year. Since our inception, our students have participated in community events such as Tim Tebow's night to shine, a carnival for those with disabilities at a local church, and participation at Northwoods Academy school carnival with OTA students. This past semester our students partnered with West Laurens Middle School to organize and host a community 5k to promote health and wellness as well to promote the RS department to surrounding counties. Most recently, RS students have created a Rehab Science Club on campus to promote networking and involvement among our students. The program hopes to continue to participate in more community events to facilitate involvement.

As a part of their coursework, students also have to complete a 200-hour internship that allows them to obtain some clinical knowledge. This opportunity has allowed our students to interact and begin to form relationships and connections with community providers in a wide variety of settings including Physical and Occupational therapy clinics, Physician and Physician Assistant offices, as well as at hospitals, high schools, and other rehabilitations facilities. We hope that as our students build these positive networks it will lead to employment opportunities for MGA students in the future.

Faculty members in the RS department have also been planning marketing events for the future including updated marketing materials to distribute at university events such as open houses and enrollment events, attending and distributing materials at local high school career/college fairs, along with promotional materials such as media to present to prospective students. Most recently, faculty members have been in contact with local high school counselors to inquire about attending upcoming school events.

Trends and Market Forces Impacting Program Demand

The need for rehabilitation professionals and healthcare professionals has been on a continued upward trajectory over the past several years. This trajectory has been in part due to the increasing age of the baby boomer population and the increased need for medical and rehabilitation services. Also, the impact that covid-19 has had on the population will most likely further skew that upward trend. Just for the profession of Physical Therapy, the projected growth for 2020-2030 is 21% with projected job openings being 15,600 jobs per year. Occupational therapy is expected to grow at 17% over the next decade, rehabilitation counseling by 10%, and Physician's assistant by 31%. These numbers only represent a small

number of the rehabilitation/medical professions that the RS program helps prepare students for, but since this degree covers a broad range of professions it gives you a general consensus of the expected growth in the world of healthcare.

M E M O R A N D U M

February 11, 2022

To: Dr. Laura Thomason, Credentialing Officer; Dr. David Jenks, Provost; Mrs. Jennifer Jones, Operations Manager, Office of the Provost; Mr. Christopher Tsavatewa, Director of Institutional Effectiveness; Dr. Kevin Cantwell, Special Assistant to the President and IAL, SACSCOC

CC: Pam Booker, Executive Director, Human Resources

From: Betsy McDaniel

Re: Re-Credentialing of faculty members CPR Year 2021-2022 School of Health and Natural Sciences, Department Rehabilitation Science

Academic Year 2021-2022 Roster

Instructor Last, First Name	MGA ID (983)	Full-Time or Part-Time
Sisa, Jessica		Full-Time
McDaniel, Betsy		Full-Time
O'Neal, Stacey		Full-Time
Gray, Lauren		Full-Time
Baker, Adrian		Full-Time
Holmes, Whitney		Part-Time
Allen, Bianca		Part-Time
Pipkin, Jessica		Part-Time
Swartz, Traci		Full-Time
Riggs, Emily		Full-Time
Teemer, Janistres		Part-Time

Recognizing that qualified, effective faculty members are essential to the execution of Middle Georgia State University's mission and to ensure the quality and integrity of its academic program, each academic program will undergo faculty re-credentialing and review during their calendared comprehensive program review year.

As of AY22, the above faculty members in the Department of NAME, School of NAME, hold adequate credentials and/or qualifications for meeting program goals and objectives and the student learning outcomes of the courses assigned.

This memo serves as an attestation that department leadership has:

1. Reviewed MGA's Faculty Handbook and Appendix 1: Faculty Credentialing Guidelines (Approved and Updated 4/2/21)
2. Reviewed MGA's historical faculty rosters (Fall 2019 to Spring 2022)
3. Reviewed each individual faculty member's file
4. Updated the file as appropriate to reflect any changes

5. Secured or updated any documents needed to authenticate credentials and/or qualifications (e.g., transcripts, licensure certificates, etc.)
6. Discussed with the faculty member any changes in their course credentialing status
7. Reviewed faculty credentialing records and changes with the institution's Faculty Credentialing Officer as needed

In signing this memo, the department and school leadership attest that all rostered faculty referenced above hold appropriate credentials and/or qualifications that are justified and documented, and submit them for review to MGA's Faculty Credentialing Officer.

Note: while faculty re-credentialing occurs in conjunction with the CPR cycle (3 years for new programs and 5 years for existing programs), department leadership are required to maintain documentation of appropriate credentials and/or qualifications annually as captured by the faculty roster, to account for changes in course assignment or new qualifications secured between CPR cycles.

Department Chair: Betsy McDaniel

Date: 2/9/2022

Dean: [Signature]

Date: 2/9/2022

In signing this memo, Faculty Credentialing Officer affirms that the above-referenced faculty hold appropriate credentials and/or qualifications and that those credentials are justified and documented per MGA policy and procedure. A copy of this memo shall be included in the file of each referenced faculty member.

Faculty Credentialing Officer: [Signature]

Date: 04/15/2022

1. Note: Appendix 1: Department XXXXXXXXXXXXXXXXXXXX Faculty Roster (Fall 2019 to Spring 2022)