



**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

sheree.keith@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).

BA in Interdisciplinary Studies

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?

55

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.....)

Graduates will demonstrate effective oral communication skills.

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.)

Oral Presentation with rubric in HUMN 2151, 2155, or HUMN 2156 (IDS Oral Presentation Rubric).

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% or better on the oral presentation.

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

Past Performance Data

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)

87%

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?

Program goal is met. A learning initiative was put in place in AY 19-20 that consisted of the following: 1. Implement a workshop on thesis statements into the course before the assessment measuring SLO1; and have students hand in the PowerPoint of their presentation so that instructor can provide constructive feedback before the assessment for SLO1 comes due. This was a successful student learning initiative that continued in AY 22-23. Due to curricular changes to the IDS program, starting in AY 23-24, SLO 1 will be assessed in IDS 3800. SLO1 has been reworded as: "Graduates in Interdisciplinary Studies will deliver effective oral communication."

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.....)

Graduates will demonstrate effective writing and research skills.

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.)

SLO2 is assessed in the research essay in IDS 3800 Methods in IDS graded with a rubric (IDS Writing Rubric).

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% or better on the research essay (IDS Writing Rubric)

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

Past performance data

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)

60%

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?

Program goal is not met. After the program did not meet this goal in AY21-22, the following learning initiative was implemented: students will hand in a draft of the paper. The program continued this learning initiative in AY22-23. In addition, the program continued a second learning initiative—a workshop on MLA format—implemented in AY22-23 to targeting specifically the “Mechanics and MLA” category on the grading rubric. Due to curricular changes to the IDS program, SLO2 will be different starting in AY 23-24: “Graduates in Interdisciplinary Studies will effectively integrate technology and research” in a project. No new learning initiative is therefore put in place, but the program will continue as best practice to require students to hand in a draft for assigned papers.

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.....)

Graduates will effectively analyze elements of culture using more than one discipline.

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.)

SLO 3 is assessed in the final interdisciplinary research paper or interdisciplinary research project in an IDS praxis course (HUMN 3999, IDS 4010, IDS 4020, IDS 4030, IDS 4040, IDS 4050, IDS 4060, IDS 4070, and/or IDS 4080); graded with a rubric (IDS Interdisciplinary Paper/Project Rubric).

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%

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

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)

83.33%

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?

Program goal is met. The success rate slightly increased (2 points) from AY 22-23.

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.....)

NA

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.)

NA

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....)

NA

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

NA

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)

NA

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?

NA

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).

NA

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

NA

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

NA

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

55

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 IDS program online did not meet its goal for SLO2 (Graduates will demonstrate effective writing and research skills). The learning initiative implemented in AY21-22 was also focused on SLO2. It was: students will hand in a draft of the paper. The SLO for this past year was also focused on SLO2. This was: Workshop on MLA format. These were not successful in raising the success rate in SLO2. The IDS Curriculum Committee met to discuss those results. Because of the curricular changes to the IDS program starting in AY 23-24, there will not be a new learning initiative as SLO 2 will be different. However, the AY 21-22 learning initiative to require a draft of the paper will remain for all assigned papers. The IDS Curriculum Committee revised the grading rubrics for all SLOs 1 and 3 and created a rubric to assess SLO 2 to ensure alignment with the curriculum changes. A brief summary of these changes is provided below: • SLO1 will now be assessed in IDS 3800. SLO1 has been reworded to: "Graduates in Interdisciplinary Studies will deliver effective oral communication." • New SLO2: "Graduates in Interdisciplinary Studies will effectively integrate technology and research." The AY 21-22 learning initiative to require a draft/prospectus for the assignment used to measure this SLO will remain. • IDS 3800 has changed its title to "Methods in Interdisciplinary Studies" (old title: "Methods in Interdisciplinary Research") and the SLOs were updated to reflect the new focus on technology. • HUMN 2151/2155/2256 is no longer a required class for IDS majors. It is replaced with ITEC 2215 or ARTS 2016 or NMAC 2145 in Area F. • Updated rubrics: the rubrics for SLO1 (effective oral communication) and SLO 3 (analyze elements of culture) were updated and a new rubric was created for the new SLO2 (effectively integrate technology and research) with a category assessing specifically the use of technology.

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