



**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

neil.rigole@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 Information Technology Online

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?

400

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.....)

Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline (ABET SLO 2)

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.)

Description of Project Integrating their skills and knowledge acquired throughout the Information Technology program, students (normally in teams of three to five members) will design, implement, and assess a computing-based solution for an information system. Project Outline Part 1 – Information Design The team will: 1. Define all necessary outputs, inputs, and procedures for the information system 2. Discuss human computer interaction design for the information system 3. Identify and describe 1) all scripts, programming language(s), 2) databases, 3) hardware/software, 4) network infrastructure or 5) multimedia system used for the development of the information system 4. Discuss system or application development integration issues The team will document Part 1 above on their Team Documentation (Report #1). Part 2 – Information System Implementation The team will: 2. Describe the implementation method for the information system 3. Develop and outline a plan for training users on the information system 4. Discuss how security and measures taken for confidentiality, integrity, and availability will be implemented into the system or application The team will document Part 2 above on their Team Documentation (Report #2) Part 3 – Information System Evaluation The team will: 1. Describe the evaluation method for the information system 2. Outline and describe recommendations for maintaining the information system 3. Describe how the IS will be evaluated for reliability, accuracy, and maintainability The team will document Part 3 above on their Team Documentation (Report #3)

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%

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

Accreditation requirement

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?

1. The summative assessment data are collected for all student outcomes. 2. The Faculty Coordinator for each Student Outcome collects data on each Performance Indicator of a given Student Outcome. Each Performance Indicator has a designated course known as the Source of Assessment. 3. Each Performance Indicator will have an assessment instrument with associated rubric(s) for the purpose of data collection. The approved assessment instruments are attached as appendices. 4. The Source of Assessment Faculty Coordinator analyzes the data and submits the results to the ABET Facilitator by Week 3 of the semester following the data collection. 5. The ABET Facilitator and the Curriculum Committee convene to evaluate the results by Week 8 of the semester following the data collection. 6. The Curriculum Committee will present their recommendations to the DoIT Faculty by Week 12 of the semester following the data collection. 7. Actions are taken based on the findings and recommendations of the faculty to improve student outcome for the next assessment cycle. The Faculty Coordinator is responsible to ensure all necessary changes are implemented during the implementation phase

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.....)

Communicate effectively in a variety of professional context (ABET SLO 3)

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.)

Description of Assessment In the second week of the semester, an assignment titled "HCI Journal" will be given. For the assignment, the students are required to keep an electronic journal for five weeks where they will write about their experiences with human-computer interactive devices and products. The students will be given an example of how each entry should be written. To assess the writing component of effective communication, the students' journal entries will be assessed in their entirety based around the assignment guidelines and content criteria. To assess the oral communication component of effective communication, the students will facilitate a presentation about one of their journal entries.

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%

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

Accreditation Requirement

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 (although the faculty assessor for the online section did not have the students perform the video recorded presentation during this cycle)

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?

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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.....)

Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline (ABET SLO 5)

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.)

Description of Peer Evaluation After the completion of course project, each student will complete a peer evaluation of her or his teammates using the attached rubric. Each student is evaluated along three dimensions, these having to do respectively with the student's contribution to the project/work, how effectively the student discharged his or her responsibilities as a leader or member of the team, and the quality of his or her interactions with the other team members. Students evaluate their team members based on the following: x Contribution to the team x Demonstration of responsibility x Communicating with and valuing other team members

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)

Accreditation Requirement

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?

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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).

For the BSIT, students have the option of the following concentrations (or not, concentrations are not required): Cyber Forensics (Macon, Online) Cybersecurity (Cochran, Macon, Online) Data Analytics (Online) Financial Technology (Online) Health Informatics (Online) Integrated Digital Media and Game Design (Online) Networking Technologies and Administration (Cochran, Macon, Online) Software Engineering (Macon, Online) Technology Entrepreneurship (Online) Web Applications Development (Online)

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

The ASSESSMENT OF LEARNING OUTCOMES The faculty have adopted a two-year assessment cycle by which the Student Outcomes are assessed using direct assessments in selected CORE COURSES in the program (NOT in concentration specific courses, and each outcome is assessed once every two years). Each Student Outcome is comprised of a minimum of two (2) and a maximum of (4) Performance Indicators. Performance Indicators for each Student Outcome are statements which define the outcome so it can be measured in a consistent and efficient manner. They indicate the specific characteristics students should demonstrate as evidence of achievement of the student outcome 1. The summative assessment data are collected for all student outcomes. 2. The Faculty Coordinator for each Student Outcome collects data on each Performance Indicator of a given Student Outcome. Each Performance Indicator has a designated course known as the Source of Assessment. 3. Each Performance Indicator will have an assessment instrument with associated rubric(s) for the purpose of data collection. The approved assessment instruments are attached as appendices. 4. The Source of Assessment Faculty Coordinator analyzes the data and submits the results to the ABET Facilitator by Week 3 of the semester following the data collection. 5. The ABET Facilitator and the Curriculum Committee convene to evaluate the results by Week 8 of the semester following the data collection. 6. The Curriculum Committee will present their recommendations to the DoIT Faculty by Week 12 of the semester following the data collection. 7. Actions are taken based on the findings and recommendations of the faculty to improve student outcome for the next assessment cycle.

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

Given that SLOs are not concentration specific, and that SLOs are only assessed in CORE classes, it can be reported that for every concentration, 100 percent of the students met or exceeded the standards being assessed in this academic year.

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

85

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)

The department strives to adhere to Complete College Georgia and Momentum year approaches with advising and semester course development. Some classes implement LEAP approaches. All courses include a growth mindset statement, and many include related activities. We aim for low-cost, no-cost text where there are great resources available. Multiple courses integrate HIPs

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.

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