



**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](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](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

rhonda.amerson@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 in Elementary/Special Education

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?

62 - Juniors - Macon Day Cohort 12; Online/Weekend Cohort 9, Evening Cohort 9; Seniors - Macon Day Cohort 17, Online/Weekend Cohort 8, Evening Cohort 5 NOTE: Data will reflect assessments taken by senior teacher candidates.

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.....)

Successful teacher candidates will meet the minimal GACE score of 220 for Induction Level and/or 250 for Professional Level on discipline specific GACE Content Exam 003 & Content Exam 004.

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.)

External Exam - GACE Content Exam 003 and GACE Content Exam 004.

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....)

90% of the students will earn a score of 220 or higher on the identified assessment.

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)

100% of teacher candidates earned a score of 220 or higher on GACE Content Exam 003. 100% of students earned a score of 220 or higher on GACE Content Exam 004.

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?

Our candidates continue to perform well on the GACE Content Exams (003 & 004) and this may be attributed to our rigorous program of study. Study guides for these assessments are available online through the MGA library. Teacher education faculty are available to provide small group review sessions as needed. Teacher education faculty also stay up to date on any changes made on the GACE Content Exams, and updates to the ESE curriculum are made as needed.

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.....)

Successful teacher candidates will develop an understanding of Instructional Practice including data analysis, the ability to make data driven decisions and accommodation of diverse learners measured during lesson planning.

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.)

Performance on Lesson Plans and Teaching Observations

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....)

90% of teacher candidates will earn a score of 80% or higher on the identified assessment in ESE 3555, ESE 4477, and ESE 4588.

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)

100% of teacher candidates earned a score of 80% or higher on the Lesson Plans and Teaching Observations.

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?

Our candidates continue to demonstrate exemplary understanding of Instructional Practice including data analysis, the ability to make data driven decisions and accommodation of diverse learners measured during lesson planning. They are provided multiple opportunities throughout our program to receive instruction and individualized feedback on their lesson plans. Teacher education faculty will continue to monitor students' performance throughout the ESE program, to work closely with the cooperating teachers at our partnering schools to better gauge candidate performance, and to make changes to the instruction given and/or to provide individual support as needed.

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.....)

Successful teacher candidates will create Formative Assessment Practices including: (i) Designing of Pre- and Post-Test instruments, which are administered in actual elementary school classrooms; and (ii) item analysis of data, disaggregated by sub-groups, interpretation of results for instruction planning and data-based decision making.

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.)

Lesson Plans and Rubrics

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.....)

100% of students will earn a score of 80% or higher on the identified assessment in ESE 3555, ESE 4477, and ESE 4588.

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

Past performance

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% of students earned an 80% or higher on the Lesson Plans and Rubrics.

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?

Our candidates in the ESE program continue to demonstrate exemplary performance on creating formative assessments, analyzing data from formative assessments and making data informed decisions. The teacher education faculty will continue to provide real classroom experiences through field courses (Practicum and Clinical Practice) for candidates to implement these practices.

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.....)

Successful teacher candidates will evaluate their professional practice through reflective Commentary, which will provide an understanding of engaging all learners through evidence-based instructional modifications.

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.)

Lesson Plan Commentary and Rubric (ESE 3555, ESE 4477, and ESE 4588) Candidate Work Sample was also used for ESE 4588.

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....)

100% of teacher candidates will earn a score of 80% or higher on the identified assessment in ESE 3555, ESE 4477, and ESE 4588.

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

Past performance

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)

90.6% of students earned a score of 80% or higher on the Commentary and Rubric and Candidate Work Sample.

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?

From the start of the ESE program, candidates are consistently encouraged to engage in self-reflection, and there are multiple points in the program where the candidates are required to report on their reflections on their lesson planning and teaching practices. This year the Candidate Work Sample was added as the culminating experience for the ESE program. Some candidates struggled with the degree to which they were required to reflect and analyze. A crosswalk of the curriculum will be done to ensure that candidates are exposed to similar activities in courses outside of ESE 3555, ESE 4477, and ESE 4588.

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).

The ESE program does not have program concentrations or tracks. All learning outcomes are the same as those listed within this report.

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

N/A

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

N/A

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

32

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](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 Department of Teacher Education and Social Work has a faculty who serves as the Assessment Coordinator for the teacher education programs. The duty of the Assessment Coordinator is to gather and analyze data from the assessments which are stored in D2L or Chalk and Wire. Each year, assessment results are shared with the faculty for their review; based on the data, the faculty determine curricular and scheduling decisions are made. This process has proven to be successful over the years. The Candidate Work Sample came about as a result of a need to gather more data for SLO #4.

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