



**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).

Master of Science in Occupational Therapy

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?

12

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.....)

Demonstrate values, attitudes, and behaviors congruent with the OT profession's code of ethics and practice standards.

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.)

Written assignment

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 earn a grade of 80% or better on the Ethical Dilemmas in Occupational Therapy Assignment.

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

The performance level required to demonstrate mastery of this information is set at 80% because all OT courses require students to pass with a grade of 80% or better. This performance level aligns with the MGA School of Graduate Studies which requires a grade of 80% or better to successfully complete all courses. Graduates must also take and pass a national certification exam in order to gain licensure to practice OT. ACOTE requires that OT educational programs maintain an 80% pass rate on the national exam.

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?

This year's MSOT cohort exceeded the target performance level. This indicates that students had sufficient information and interaction with that information prior to completing the assignment. The MSOT faculty will continue to offer students multiple ways to interact with the course content to ensure mastery of skills.

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.....)

Demonstrate the ability to employ clinical reasoning/critical thinking, along with the best available scientific evidence, in order to establish and modify interventions.

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.)

Written assignment/case study

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....)

85% of all students will earn a grade of 80% or better on the pediatric Feeding and Eating Referral Assignment.

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

The performance level required to demonstrate mastery of this information is set at 80% because all OT courses require students to pass with a grade of 80% or better. This performance level aligns with the MGA School of Graduate Studies which requires a grade of 80% or better to successfully complete all courses. Graduates must also take and pass a national certification exam in order to gain licensure to practice OT. ACOTE requires that OT educational programs maintain an 80% pass rate on the national exam.

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%

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?

This assignment requires students to use clinical reasoning to assess a patient and communicate effectively with other disciplines in order to develop a multidisciplinary plan of care. Students are expected to use prior professional knowledge/experience and new course content to complete this assignment. Students had great success with drawing from past experience and were able to synthesize that with new learning. This type of instruction appears to be very effective and we will continue to follow this teaching plan.

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.....)

Recognize the importance of, and demonstrate the ability to effectively utilize occupations, with individuals, groups, and populations throughout the lifespan.

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.)

Presentation/demonstration of skills

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 80% or better on the Group Protocol Presentation Assignment.

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

The performance level required to demonstrate mastery of this information is set at 80% because all OT courses require students to pass with a grade of 80% or better. This performance level aligns with the MGA School of Graduate Studies which requires a grade of 80% or better to successfully complete all courses. Graduates must also take and pass a national certification exam in order to gain licensure to practice OT. ACOTE requires that OT educational programs maintain an 80% pass rate on the national exam.

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)

This course is being taught at this time. We will not have data for this SLO until the next assessment cycle.

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?

This course is being taught at this time. We will not have data for this SLO until the next assessment cycle.

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.....)

Demonstrate the ability to collect, analyze, synthesize, and apply relevant information in a variety of contexts using the best available scientific evidence.

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.)

Written assignment and 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 students will earn a grade of 80% or better on the Final Research Proposal and Research Proposal Presentation Assignments.

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

The performance level required to demonstrate mastery of this information is set at 80% because all OT courses require students to pass with a grade of 80% or better. This performance level aligns with the MGA School of Graduate Studies which requires a grade of 80% or better to successfully complete all courses. Graduates must also take and pass a national certification exam in order to gain licensure to practice OT. ACOTE requires that OT educational programs maintain an 80% pass rate on the national exam.

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)

This course is currently being taught. We will not have data for this SLO until the next assessment cycle.

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?

This course is currently being taught. We will not have data for this SLO until the next assessment cycle.

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 no concentrations or tracks in this academic program. SLOs are as follows: 1. Demonstrate values, attitudes, and behaviors congruent with the OT profession's code of ethics and practice standards. 2. Demonstrate the ability to employ clinical reasoning/critical thinking, along with the best available scientific evidence, in order to establish and modify interventions. 3. Recognize the importance of, and demonstrate the ability to effectively utilize occupations, with individuals, groups, and populations throughout the lifespan. 4. Demonstrate the ability to collect, analyze, synthesize, and apply relevant information in a variety of contexts using the best available scientific evidence.

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

We collect data through program review, course evaluations, and additional student feedback. This program is in its first year so data for program assessment will also be collected from fieldwork educators, graduates, and employers in the future.

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

The new MSOT Program has achieved excellent outcomes so far due to the dedication and skilled instruction of the MSOT faculty. These SLOs are in compliance with required ACOTE content standards and reflect the rigor of a graduate level OT program.

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

12

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 MSOT Program at MGA admitted its inaugural class in Fall 2022. The cohort size was limited by the Accreditation Council on Occupational Therapy Education due to the intense self-study process required in order to achieve full accreditation. The cohort size will increase each year until we reach 25. As the program achieves full accreditation and continues to grow, we will be involved in program assessment continually for both MGA and ACOTE. The MSOT Program submitted its first self-study in July of 2023 and we anticipate our first on-site visit in January of 2024. The data collected during the MGA assessment process will be used to inform decisions regarding best practice in the classroom and online since this program is hybrid, as well as to make decisions regarding the amount of lab time students require to master new skills.

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