

Provost's Comprehensive Program Review Report

Institution: Middle Georgia State University

Academic Program Name: A.S. in Health Science

CIP Code: 510000

College or School: School of Health & Natural Sciences

Department: Respiratory Therapy

Date of Last Internal Review: N/A (first CPR, program started in Spring 2018)

Outcome of Previous Program Review (brief narrative statement): N/A no prior comments given by Provost

Current Date: 5/18/2022

Provost Response: Academic Affairs acknowledges the documented value of the A.S. in Health Science as a core degree pathway for Health Science students. The program has shown adaptability and stewardship during a time where other similar programs were implemented. While the program has realized enrollment and graduation decline, the leadership recognizes the viability of the program and suggests improvements. Strategies to grow enrollment and improve the graduation rates are noted and will be monitored by the school leadership and documented in the annual assessment process.

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.

- *Develop and enhance marketing efforts to high school students*
- *Maintain degree pathway for bachelor degree programs*
- *Pursue concurrent degree acquisition*
- *Enhance efforts to increase 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.

X 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:



4/1/2022

Comprehensive Program Review Report

Academic Program Name: AS in Health Science

College or School: Health & Natural Sciences

Department: Respiratory Therapy

Date of Last Internal Review: First CPR, Started Spring 2018

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 Associate of Science in Health Science program continues to be a high quality, viable, and productive program. As stated in the university's mission, the Health 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".

The Associate of Science in Health Science has experienced a significant drop in enrollment due to the establishment of the Bachelor of Science in Rehabilitation Science in 2019. As stated in the program report, the Associate of Science in Health Science program was designed in order to offer a general health-focused core which meets the needs of students who are pursuing any of the clinical programs such as respiratory therapy, nursing, or the occupational therapy assistant programs. This degree serves as a stackable credential for other programs. Although there has been a decrease in graduation rates, I am optimistic the trend will rebound to more growth in graduation status prior to the next Comprehensive Program Review timeframe in 2027. 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.

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:

A handwritten signature in blue ink, appearing to read "Dore L. L. L.", is written over the "Academic Dean Signature:" label. The signature is stylized and cursive.

Dean of Graduate Studies Signature (when applicable):

Date: 4/6/2022

IERB’s Comprehensive Program Review Rubric and Evaluation

Date Reviewed: 03/08/2022

Program Reviewed: A.S. in Health Science

Contextual Notes: Summarize any demographic or environmental factors described in the introduction that might significantly impact assessment of the program
<p>Program is not designed to graduate students, but to prepare them for other health-related programs, at MGA or other institutions.</p> <p>No programmatic accreditation for this degree.</p> <p>Enrollment impacted by the fact that they now have a BS level Rehabilitation Science program to house those students pursuing a Baccalaureate degree in a health science focused field. However this program fills a specific need for students who wish to complete an Associate degree toward application for a future health science program or transfer credit toward BS level degrees which MGA does not offer.</p> <p>Additional faculty not needed for the courses in this degree.</p> <p>Have seen a few more students utilizing this degree option prior to entry into other programs.</p> <p>There is no information about the demographic and/or environmental factors mentioned. Significant decrease in enrollment is probably because of a similar BS level Rehabilitation Science program offered.</p>

Area of Focus	Exemplary Area	Satisfactory Area	Area of Concern	No Evidence	Notes
Enrollment		<i>The program seems to have acceptable enrollment, though declining. This is likely affected by the bachelor’s degree and pandemic.</i>			<p>Though there is a sharply negative four-year growth on both campuses, credit hour production is strong.</p> <p>Further, this degree is offered as a “safety net” for those who need it, and fills an important niche for MGA and for the students.</p>

IERB's Comprehensive Program Review Rubric and Evaluation

					Enrollment should be monitored over the next few years with consideration for changes after the pandemic. 29% drop in 4-Year Growth on face-to-face enrollment and no online enrollment.
Graduation Trends USG benchmark: Bachelor's Degrees: 10 graduates/year Graduate, Associate's or Certificates: 5 graduates/year Programs falling under these benchmarks are designated as "low performing"		<i>Though the three-year average is below the benchmark of 5, the trend is in the correct direction.</i>			Five graduates in FY 21, which meets the requirement for Satisfactory. The purpose of this degree is not to graduate students. Graduation trends should be monitored based on campus as Cochran is a rural community with different needs. It could be that there is a different need in this area. It may also be valuable to find out if students who don't graduate transfer to programs elsewhere and whether they complete bachelors degrees in other locations. Graduation only occurred in 2021 that meets the minimum benchmark.

Program Strengths of Note:

Program fulfills a specific need for MGA and for students.

No additional faculty needed for this program.

IERB's Comprehensive Program Review Rubric and Evaluation

Program is adaptable and regularly monitored.

Wide range of selection to assess student learning outcomes.

Areas of Concern:

Sharp declines in enrollment over the time period, and across campuses.

Decreased enrollment which is probably caused by a BS of Rehabilitation Science program.

With an average of 100+ enrollment, the graduation rate is significantly low.

Though the graduation benchmark was not met, the trend is in the right direction. It may help to distinguish this rate for each campus to understand needs based on varying demographics of the two campuses.

Other Comments:

Program seems to be doing exactly what it is designed to do.

No online enrollment is because required science courses are generally taught face to face or hybrid because of laboratory requirements.

Wording for SLOs 1 and 2 need to have the word “demonstrate” removed to make them more active in expectation. Wording for SLOs 3 and 4 are good examples.



Comprehensive Program Review

FY 2021 – 2022

Institution: Middle Georgia State University

Academic Program: A.S. in Health Science

School: School of Health and Natural Sciences

Department: Respiratory Therapy

CIP Code: 510000

Date of Last Internal Review: first CPR

Faculty Completing Report: Teri Miller

Current Date: 1/4/2022

5 Year Enrollment by Campus and Graduation Trends

Enrollment

Campus	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	4 YR Growth	Fall 2018 compared to Fall 2021 only
Macon	0	123	110	66	38	-32.40%	-69%
Cochran	0	126	104	85	52	-25.55%	-59%
Warner Robins							
Dublin							
Eastman							
Online							
Off Campus							
Total	0	249	214	151	90	-28.77	-64%

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
0	0	0	0	5	100%	100%

The Associate of Science in Health Science program of study/ degree was designed in order to offer a general health focused core which meets the needs of students who previously completed discipline-specific Associate of Science “indicated” degrees prior to transfer. The degree is not intended to graduate a student toward entry in a healthcare career but designed to prepare students toward another health science program, either at MGA or for transfer, with core credits generally required for health science degrees at the baccalaureate level.

This degree aligns with MGA’s mission by providing focused core toward careers in healthcare and offering a strong foundation of learning to build upon. The degree also meets the university’s core value of adaptability, as students who are not admitted into a healthcare program may still earn a degree at MGA. The School of Health and Natural Sciences’ mission of delivering quality curricula is met through a rigorous health science-focused core which prepares learners for future careers in healthcare.

Initiated in 2017, there is no programmatic accreditation for this degree and there is only the one degree track. For the purpose of assessment, the degree is evaluated for each campus which offers all required courses, either through face to face instruction, online or hybrid formats, depending on course availability. (Required science courses are generally taught face to face or hybrid due to laboratory requirements).

There have been no significant changes to this degree track since implementation, save for required changes for all core; however, it was initially designated under the Department of Health Services Administration, but transitioned to the School of Health and Natural Sciences and the Department of Respiratory Therapy for oversight following school reorganization in 2019.

The program of study is assessed annually for student learning outcomes by assessing the following, all of which are important for health-focused students:

- Students will demonstrate a collegiate competency to read critically and communicate ideas in well-developed written formulas and solve problems using scientific principles.

- Challenges exist in meeting this threshold related to rigor of science focused courses. We work closely with academic advising toward guiding students toward supportive resources.
- Students will demonstrate knowledge of quantitative analysis to solve quantitative problems using mathematical functions and concepts and coherently express solutions in verbal, numerical, graphical and symbolic forms.
 - Challenges exist in meeting this threshold; however, it should be noted some students in this program of study have not transitioned to other career degree programs, which could be related to success in math and science courses.
- Students will analyze effectively the complexity of human behavior and development.
 - Students generally demonstrate success in this learning outcome.
- Students will apply basic knowledge and skills as it pertains to health communications, concepts and theories, and cultural sensitivity, and cultural competency in relations to human health related issues.
 - Students generally demonstrate success in this learning outcome.

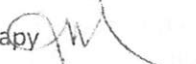
While enrollment for this program/degree may be low since we now have a BS level Rehabilitation Science program to house those students pursuing a Baccalaureate degree in a health science focused field, this program is valuable for those who wish to complete an Associate degree toward application for a future health science program or transfer credit toward BS level degrees which MGA does not offer. The curricula offered toward this degree are courses which are housed in the general education core and among the schools. Additional faculty and resources are not required to offer this degree, making it valuable to those who need it and economical in terms of resources required. While initially the enrollment/graduate numbers were higher, with the implementation of the Bachelor of Science in Rehabilitation Science degree as a meta-major, more students have entered that track; however, there is still a need for those who wish to earn a health focused degree at the Associate level. There are no plans at this time to alter the degree, as we have seen a few more students utilizing this degree option prior to entry into other programs.

MEMORANDUM

February 10, 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: Teri Miller, Chair, Department of Respiratory Therapy 

Re: Re-Credentialing of faculty members CPR Year 2021-2022 School Health & Natural Sciences, Department Respiratory Therapy

Academic Year 2021-2022 Roster

Instructor Last, First Name	MGA ID (983)	Full-Time or Part-Time
Young, Craig L		Part-Time
Tsavatewa, Chris C		Full-Time
Reddick, Latasha		Part-Time
Pope, Alexis		Part-Time
Miller, Teresa J		Full-Time
Matson, Charles R		Full-Time
Hervey, William G		Full-Time
Guyse, Nancy		Full-Time
Davis, Rita B		Part-Time
Brown, Jasmine N		Full-Time
Salley, Nanyamka		Part-Time
Perry, Tiffany		Part-Time
Walker, Emidra		Part-Time
Clark, Larrica		Part-Time
McIntosh, Jennifer		Part-Time
Smith, Addie		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: _____

Date: 2/10/22

Dean: _____

Date: 2/10/2022

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: _____

Date: 04/15/2022

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