

University Assessment Committee Recommendations

Background

The University Assessment Committee was convened as a group of faculty representatives to provide institutional oversight that MCG has a defined, consistent process for its academic assessment activities. An important purpose is to ensure institutional effectiveness measures are achieved and that the assessment activities foster an environment of continual improvement as required by SACS.

The committee has responded to its charge including completing an inventory of existing academic assessment processes. The Committee identified common assessment practices, as well as some deficiencies in existing assessments or supporting infrastructure to the assessment processes. The committee correlated these findings to the requirements for SACS or other discipline specific accreditation standards to develop specific institutional level recommendations.

The committee has submitted the following recommendations considered *minimally* requisite to support an environment of continual academic assessment and quality improvement.

RECOMMENDATION 1

The following minimum institutional effectiveness measures to be examined at least annually by the University Assessment Committee for all academic programs.

- National certification or board pass rates
- Licensure pass rates
- Retention rates
- Graduation rates
- Student satisfaction surveys
- Alumni surveys
- Employer surveys
- Student learning outcomes

RECOMMENDATION 2

The following Academic Assessment Parameters should be considered institutional guidelines that **MUST** be minimally achieved by all academic programs.

All certificate, degree, and residency programs are expected to conduct assessments of current students and residents, alumni, and graduates' employers regardless of programmatic accreditation requirements. The Office of Decision Support can assist programs with creating or refining these assessments. The following parameters must be minimally adhered to:

Standardized Questions: The standardized questions are a set of survey items applicable across programs and relevant to institutional initiatives and/or values. Where possible and reasonable, programs should include the set of standardized questions in these assessments. For programs relying on national surveys and unable to append the survey with these standardized questions, program leaders should seek some solution to asking their students these questions. Any alteration to the wording of the standardized questions must be approved by the University Assessment Committee.

Assessment Format: Programs are encouraged to conduct these assessments through survey research, thereby capturing many responses consistently over time. Small programs (fewer than 45 students per class) may opt to conduct these assessments through means other than surveys (focus groups, interviews, etc.). However, the standardized questions (see below) must be asked in paper- or web-based form to ensure reliable comparisons of responses across programs and over time.

Assessment Population: Programs are encouraged to collect responses from a population representative of the whole. Large programs (more than 45 students per class) may opt to assess only a representative sample. Small programs (fewer than 45 students per class) are encouraged to assess their entire populations.

STUDENTS AND RESIDENTS

Frequency: At a minimum, student satisfaction should be assessed after the first year and the last year of matriculation. Programs longer than two years are encouraged to assess satisfaction more often.

Tool: Where possible and reasonable, One45 should be used as the tool for administering these assessments.

Demographics: To maintain consistent cross-tabulation of the standardized responses with respondent profiles, programs should be able to provide data on each respondent's certificate, degree, or residency program and the semester and year of first enrollment or residency entry.

ALUMNI

Frequency: At a minimum, alumni satisfaction should be assessed the first and third year after graduation for each cohort of students.

Tool: The tool used for these assessments should be left to the discretion of the program leader, with consideration for finances, survey audience, and timing.

Demographics: To maintain consistent cross-tabulation of the standardized responses with respondent profiles, programs should be able to provide data on each respondent's certificate, degree, or residency program and the year of graduation or residency completion.

RECOMMENDATION 3:

The following survey questions categorized by survey audience be approved as institutional level questions to be included in ALL programmatic assessments.

The purpose of these standardized questions is to assess these constituents' perceptions of MCG in a manner consistent across all programs. The questions pertain to major, overarching standards and initiatives set forth for institutional leadership, but they are not intended to cover all major institutional initiatives. See "Academic Survey Parameters" for more information.

Standardized Questions for Student and Alumni Surveys

Please rate your *overall* level of agreement with the following statements about your experience at the Medical College of Georgia on a 5-point scale, with 1 being the least agreeable rating and 5 being the most agreeable. Please share specific observations related to each statement in the Comments section.

	Strongly Disagree ↓				Strongly Agree ↓	Comments:
a) MCG's business processes (registration, financial aid, payment of tuition, etc.) were streamlined to remove administrative burdens so that I could focus on my education.	①	②	③	④	⑤	
b) MCG's goal of ensuring excellent and efficient customer service was apparent throughout the institution.	①	②	③	④	⑤	
c) MCG is keeping pace with other colleges I've attended in providing innovative learning environments (learning space technology, simulation centers, etc.).	①	②	③	④	⑤	
d) The value of my MCG education exceeded the financial burdens (tuition, cost of living, etc.) of attending a health sciences university.	①	②	③	④	⑤	

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|--|---|---|---|---|---|
| e) MCG fosters a culture emphasizing the values of patient and family centered care. | ① | ② | ③ | ④ | ⑤ |
| f) I would recommend MCG to others who are considering a health sciences profession. | ① | ② | ③ | ④ | ⑤ |

Standardized Questions for Employer Surveys

Please rate your ***overall*** level of agreement with the following statements related to MCG graduates' preparation for the health care workforce on a 10-point scale, with 1 being the least agreeable rating and 10 being the most agreeable. Please share specific observations related to each statement in the "Comments" section.

- | | Strongly Disagree
↓ | | | | Strongly Agree
↓ | Comments: |
|---|------------------------|---|---|---|---------------------|-----------|
| a) MCG is an innovator and market-leader in the realm of health sciences education. | ① | ② | ③ | ④ | ⑤ | |
| b) MCG graduates are competent in the skills, knowledge, and abilities required in the health sciences workforce. | ① | ② | ③ | ④ | ⑤ | |
| c) MCG graduates exhibit the professionalism and ethics required in the health sciences workforce. | ① | ② | ③ | ④ | ⑤ | |
| d) MCG graduates value patient and family centered care. | ① | ② | ③ | ④ | ⑤ | |
| e) I will continue to employ MCG graduates to provide health care services at my organization. | ① | ② | ③ | ④ | ⑤ | |

RECOMMENDATION 4

Create a managed database of MCG alumni with the highest attainable completeness, reliability and accuracy to ensure the effectiveness of institutional assessments.

RECOMMENDATION 5

Annually review assessment activities through an assessment inventory compiled by the University Assessment Committee (UAC). The inventory will aid the UAC in identifying deficiencies or gaps relative to the approved institutional effectiveness measures or academic assessment parameters. The UAC should report these findings to the Provost.

The UAC should confirm that action plans are in place to continuously enhance the institutional effectiveness measures and to achieve the academic assessment parameters. The UAC may also make recommendations to the Provost regarding any issues impacting institutional effectiveness.

RECOMMENDATION 6

Assess student learning outcomes to the institutional mission by relating employer survey responses to the MCG values as follows:

Value = Professionalism:

MCG graduates exhibit the professionalism and ethics required in the health sciences workforce.

Value = Excellence:

MCG graduates are competent in the skills, knowledge, and abilities required in the health sciences workforce.

RECOMMENDATION 7

Coordinate the institutional assessment inventory to the annual report development process. The annual inventory should be completed by September 30, 2007.