

# Bachelor of Arts with a major in English

Cochran

Spring Semester 2018

## Academic Program Assessment

### Program and Assessment Report Information

<b>Prepared on:</b> 7/31/2018 1:17:52 PM	<b>By:</b> amy.berke@mga.edu
<b>In which college or school is this program located?</b>	Arts and Sciences
<b>Program Type:</b>	Undergraduate (120 Hours)
<b>Program Name:</b>	Bachelor of Arts with a major in English
<b>Reporting Cycle:</b> (Note: Some programs are required to report on a semester basis for reasons of secondary accreditation or a graduate program required to established assessment data before the next five-year report to SACSCOC.)	Annual Reporting Cycle
<b>Which semester were the data collected and analyzed? If it crossed multiple semesters, select the latest semester of data.</b>	Spring Semester 2018
<b>For which campus are these assessments being submitted? A separate assessment report is needed for each location a program is offered.</b>	Cochran
<b>Approximately how many students are in this program at this location?</b>	25

## Student Learning Outcomes

### SLO 1

<b>What is the first student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Students will analyze and interpret literary texts of various genres, periods, movements, and cultures
<b>What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Assessment Paper in English 3010 (fall and spring semesters)
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	75
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	80
<b>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)</b>	0

**SLO 2**

<b>What is the second student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Students will analyze historical, cultural, and critical contexts of literary texts
<b>What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Character/ Historical Context Paper in English 4100 (fall semester)
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	75
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	80
<b>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)</b>	75

**SLO 3**

<b>What is the third student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Students will write papers that are advanced in rhetorical strategy, structure and organization, and use of grammar, usage, and mechanics
<b>What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Senior Capstone Paper in English 4900 (spring semester)
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct)</b>	75
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	80
<b>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)</b>	100

**SLO 4**

<b>What is the fourth student learning outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Students will write well-constructed papers that communicate a clearly defined and supported claim, employing advanced research strategies and appropriate documentation
<b>What instrument was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Senior Capstone Paper in English 4900 (spring semester)
<b>What level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 70%, an average of meets on the rubric, 3 of 5 correct).</b>	75
<b>What is the target percent of students who should achieve mastery of this Student Learning Outcome? (this should be a number between 0-100)</b>	80
<b>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)</b>	100

## Sampling

<b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?</b>	14
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## Evidence of changes based on an analysis of results

<b>What changes were implemented based on an analysis of the students' performance on these Student Learning Outcomes? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years.)</b>	<p>Changes implemented in 2017-18 based on the students' performance on Student Learning Outcome 1:</p> <ul style="list-style-type: none"><li>• Individual Conferencing implemented to improve assessment scores on SLO 1 in English 3010. In Spring 2017, when we were on a semester by semester cycle, SLO 1 dipped in terms of our success rate. In English 3010, 66% of students (both campuses combined) met the measure of success; in other words, only 66% of students earned a score of 75 or higher on the assessment instrument in terms of SLO 1. This past year, with the implementation of individual conferencing at midterm, we saw some improvement for our yearly totals on the Cochran campus (fall 2017 and spring 2017): total for year: 71%; however, we did not meet our benchmark of 80% or more students making 75 or better on the assessment instrument.</li></ul> <p>New Initiatives for 2018-19: We will consider changing the Spring English 3010 class to a non-hybrid class to give the instructor more time per week with students (possibly offering it at night on the Warner Robins campus as a stand-alone course). Additionally, we will examine the efficacy of adding instructional support resources within the D2L platform.</p>
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Form run:

Wednesday, February 13, 2019

