

AA/AS Core Curriculum, Online

Semester reporting: Spring Semester 2020

Academic Program Assessment

Program and Assessment Report Information

| | |
|--|---|
| Prepared on: 8/10/2020 3:33:53 AM | Prepared by: debra.matthews@mga.edu |
| | Email address of person responsible for this report: debra.matthews@mga.edu |
| In which college or school is this program located? | Arts and Letters |
| Program Type: | Undergraduate |
| For which program is this assessment being submitted? | AA/AS Core Curriculum |
| Reporting Cycle: | Annual Reporting Cycle |
| Which semester were the data collected and analyzed? | Spring Semester 2020 |
| For which campus are these assessments being submitted? | Online |
| Approximately how many students are in this program at this location? | 1000 |

Student Learning Outcomes

SLO 1

| | |
|--|--|
| SLO 1: 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.....) | Students will demonstrate a collegiate competency to read critically and communicate ideas in well-developed written form. |
| SLO 1: What instrument (assessment type) 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) | analytical essay |
| 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....) | 70 |
| 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) | 89.03 |
| SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (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. Major changes to curriculum must go through the Academic Affairs process.) | The benchmark was exceeded. No additional action is required at this time. |

Student Learning Outcomes

SLO 2

| | |
|---|---|
| SLO 2: 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.....) | Students will demonstrate knowledge of quantitative analysis to solve quantitative problems using mathematical functions and concepts, and coherently express solutions in verbal, numerical, graphical, or symbolic forms. |
| SLO 2: What instrument (assessment type) 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) | Five math questions designed specifically for this assessment |
| 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.....). | 70 |
| 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) | 71.3 |
| SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (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. Major changes to curriculum must go through the Academic Affairs process.) | The benchmark was met. No additional action is required at this time. |

Student Learning Outcomes

SLO 3

| | |
|---|---|
| SLO 3: 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.....) | Students will effectively interpret and critically analyze texts, works of art, or music. |
| SLO 3: What instrument (assessment type) 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) | analytical essay |
| 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.....). | 70 |
| 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) | 91.89 |
| SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (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. Major changes to curriculum must go through the Academic Affairs process.) | The benchmark was exceeded. No additional action is required at this time. |

Student Learning Outcomes

SLO 4

| | |
|---|--|
| SLO 4: 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.....) | Student will assimilate, analyze, and present thoughts and opinions in oral forms. |
| SLO 4: What instrument (assessment type) 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) | oral presentation assignment with rubric |
| 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.....) | 70 |
| 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) | 85.8 |
| SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (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. Major changes to curriculum must go through the Academic Affairs process.) | The benchmark was exceeded. No additional action is required at this time. |

Sampling

| | |
|--|------|
| How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? | 1000 |
|--|------|

Open Box for Assessment Comments

| | |
|--|---|
| Open Text Box For Assessment Comments: | SLO 3 in this report represents Area C for the Department of English. The Core Curriculum is being revised at the System level, and the outcomes in this report are subject to change. Additionally, with academic restructuring at Middle Georgia State University, not all courses are currently housed in the relatively new School of Arts and Letters. Core Courses are now with four separate Schools. Changes in the core curriculum are anticipated, and the MGA General Education Council will play a role. |
| If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to assessment@mga.edu when you submit this form with your Department name and program in the subject line.) | For SLO 2, which represents Area A1 in this document, the Department of Mathematics and Statistics reported that data were not collected for spring 2020 because it was not possible to implement their assessment protocols due to the online transition; therefore, this data represents fall 2019 only. |

