

A.A. in Modern (Foreign Language), Macon

Semester reporting: Spring Semester 2020

Academic Program Assessment

Program and Assessment Report Information

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In which college or school is this program located?	Arts and Letters
Program Type:	Undergraduate
For which program is this assessment being submitted?	A.A. in Modern (Foreign Language)
Reporting Cycle:	Annual Reporting Cycle
Which semester were the data collected and analyzed?	Spring Semester 2020
For which campus are these assessments being submitted?	Macon
Approximately how many students are in this program at this location?	9

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.....)	Graduates will apply target language proficiency in conversation.
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)	Oral proficiency is tested through an oral presentation (assessed with a rubric) at the end of the semester in ML 2002.
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 students will earn at least a score of 80 on the oral presentation at the end of the semester.
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
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.)	No changes were implemented for this SLO this year.

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.....)	Graduates will apply target language proficiency in essays evaluated on grammar, syntax, vocabulary, and mechanics.
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)	Written proficiency is tested through a written essay (assessed with a rubric) at midterm in ML 2002.
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.....).	80% of all students will achieve at least a score of 80 on the written essay at midterm.
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)	71.43
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.)	This cycle, the program did not meet its goal for SLO 2 (Graduates will apply target language proficiency in essays evaluated on grammar, syntax, vocabulary, and mechanics.) An analysis of the rubric shows that "grammatical structures" were the problematic point for the Writing SLO. The language faculty met virtually on 5/8/2020 and decided on the following learning initiative for AY 20-21: an in-class review targeting the grammar needed to complete the writing assignment and addressing some commonly made mistakes.

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.....)	Graduates will interpret main ideas, key information, and specific arguments from written passages in the target language.
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)	Reading comprehension is tested as a test portion at the end of the semester in ML 2001.
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 at least a score of 80 on the reading comprehension test portion at the end of ML 2001.
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)	80
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.)	No changes were made this year. We are continuing the SLI put in place a few years ago of having an in-class workshop on reading comprehension.

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.....)	Graduates will identify and summarize cultural knowledge from various texts.
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)	Cultural knowledge is assessed at the end of the semester through a test portion in an exam in ML 2002. [Note that the instrument was changed from a test portion in an exam to the cultural oral presentation due to COVID-19.]
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 at least a score of 80 on the content section of the cultural oral presentation at the end of the semester.
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)	87.5
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.)	Faculty continued the SLI put in place last year to address this SLO. See more details in the final comment box.

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	16
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Open Box for Assessment Comments

Open Text Box For Assessment Comments:	<p>Goals were met for 3 out of our 4 Student Learning Outcomes. In the last cycle, the goal for SLO 4 (Graduates will identify and summarize cultural knowledge from various texts – Test portion) was not met with only 75% achieving a score of 80 on the culture test. A Student Learning Initiative was put in place, whereby a formal review of the cultural concepts and texts studied during the year was done in class before the test. At the end of this cycle, the program goal was met with 87.5% of students achieving a score of at least 80 on the content of the cultural oral presentation. The program will continue the student learning initiative implemented last academic year.</p> <p>This cycle, the program did not meet its goal for SLO 2 (Graduates will apply target language proficiency in essays evaluated on grammar, syntax, vocabulary, and mechanics.) An analysis of the rubric shows that “grammatical structures” were the problematic point for the Writing SLO. The language faculty met virtually on 5/8/2020 and decided on the following learning initiative for AY 20-21: an in-class review targeting the grammar needed to complete the writing assignment and addressing some commonly made mistakes</p>
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.)	ML 2002 had to be moved online because of COVID-19. SLO4, related to culture, is usually test questions about texts read in class and general cultural questions. Because students could not be as easily coached into a formal review of the texts and because general cultural questions could be easily Googled (ProctorU was fully booked), we decided to use the content portion of the cultural oral presentations students do at the end of ML 2002. For this assignment,

	students have to synthesize cultural information in the target language and therefore, using this assessment as our instrument did not compromise the integrity of the SLO.
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