

Bachelor of Arts with a major in English, Cochran

Semester reporting: Spring Semester 2021

Reporting cycle: Annual Reporting Cycle

Academic Program Assessment by Concentration Report Information

Prepared on: June 13 2021 2:00 p.m.	Prepared by: chip.rogers@mga.edu
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In which college or school is this program located?	Arts and Letters
Program Type:	Undergraduate
Approximately how many students are in this program at this location? Break out by concentrations.	25 in total: <ul style="list-style-type: none">• Creative Writing 2• Pre-Law 1• Teacher Certification 3• Literature 2• Generalist 17

Student Learning Outcomes

SLO1

<p>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.....)</p>	<p>Students will analyze and interpret literary texts of various genres, periods, movements, and cultures</p>
<p>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)</p>	<p>Assessment Paper (ENGL 3010)</p>
<p>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....)</p>	<p>80% of students in the program will earn a score of 75% or higher on the assessment</p>
<p>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</p>	<p>67%</p> <p>(Total: 4 of 6)</p> <p>(Cochran fall 2020 online 3 of 3 Cochran spring 2021 online 1 of 3)</p>
<p>SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>Target not met.</p>

Student Learning Outcomes

SLO2

<p>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.....)</p>	<p>Students will analyze historical, cultural, and critical contexts of literary texts</p>
<p>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)</p>	<p>Character/ Historical Context Paper (ENGL 4100)</p>
<p>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.....).</p>	<p>80% of students in the program will earn a score of 75% or higher on the assessment</p>
<p>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</p>	<p>100% (6 of 6)</p>
<p>SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>Target met. The primary assessment initiative for the year was to improve performance on SLO2 and SLO3. The innovation of examining models of character/historical analysis before assigning the paper was successful.</p>

Student Learning Outcomes

SLO3

<p>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.....)</p>	<p>Students will write papers that are advanced in rhetorical strategy, structure and organization, and use of grammar, usage, and mechanics</p>
<p>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)</p>	<p>Character/ Historical Context Paper (ENGL 4100)</p>
<p>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.....).</p>	<p>80% of students in the program will earn a score of 75% or higher on the assessment</p>
<p>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</p>	<p>100% (6 of 6)</p>
<p>SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>Target met. The primary assessment initiative for the year was to improve performance on SLO2 and SLO3. The innovation of examining models of character/historical analysis before assigning the paper was successful.</p>

Student Learning Outcomes

SLO4

<p>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.....)</p>	<p>Students will write well-constructed papers that communicate a clearly defined and supported claim, employing advanced research strategies and appropriate documentation</p>
<p>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)</p>	<p>Cultural/Historical Context Research Paper (ENGL 3500 and ENGL 4400)</p>
<p>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.....)</p>	<p>80% of students in the program will earn a score of 75% or higher on the assessment</p>
<p>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</p>	<p>63%</p> <p>Online ENGL 4400 (5 of 8)</p>
<p>SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>Clearly not the performance we hoped for: we will target this SLO in our initiative/plan for the upcoming year.</p>

Student Learning Outcomes

SLO5 – Concentration Literature

<p>SLO 5: What is the fifth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Students will analyze and interpret literary texts of a specific genre.</p>
<p>SLO 5: 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)</p>	<p>Literary Analysis Paper of Specific Genre (ENGL 3130, ENGL 3700, ENGL 3800, ENGL 3900)</p>
<p>SLO 5: 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.....)</p>	<p>80% of students in the program will earn a score of 75% or higher on the assessment</p>
<p>SLO 5: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</p>	<p>100%</p> <p>(Cochran F2F ENGL 3700 5 of 5)</p> <p>(Online Cochran ENGL 3800 8 of 8)</p>
<p>. SLO 5: Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>Target met</p>

Student Learning Outcomes

SLO6 Concentration Creative Writing

<p>SLO 6: What is the sixth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Students will analyze, critique, and develop pieces of creative non-fiction.</p>
<p>SLO 6: 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)</p>	<p>Literary Journalism Essay (CRWR 3700)</p>
<p>SLO 6: 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.....)</p>	<p>80% of students in the program will earn a score of 75% or higher on the assessment</p>
<p>SLO 6: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</p>	<p>The new B.A. program became operative in fall 2020, so we will collect assessment data for this concentration starting in summer 2021.</p> <p>In summer 2020, the one Macon English major in the class did succeed on the assessment.</p>
<p>SLO 6: Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>N/A: first year in the program</p>

Student Learning Outcomes

SLO7 Concentration Professional Writing

<p>SLO 7: What is the seventh Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Students will create visually and rhetorically appealing documents in professional genres.</p>
<p>SLO 7: 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)</p>	<p>Research Proposal (PFWR 4660)</p>
<p>SLO 7: 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.....)</p>	<p>80% of students in the program will earn a score of 75% or higher on the assessment</p>
<p>SLO 7: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</p>	<p>None No Cochran students took PFWR 4660</p>
<p>SLO 7: Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>N/A: first year in the program.</p>

Student Learning Outcomes

SLO8 Concentration Pre-Law

SLO 8: What is the eighth 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 create cogent arguments in expected genres of legal writing that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.
SLO 8: 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)	Legal Brief (PFWR 4050)
SLO 8: 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 in the program will earn a score of 75% or higher on the assessment
SLO 8: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)	No students have reached this point in the program. PFWR 4050 will be offered for the first time in spring 2022.
SLO 8: Evidence of changes based on an analysis of the results: What changes were implemented 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.)	N/A: first year in the program.

Student Learning Outcomes

SLO9 Concentration Teacher Certification

<p>SLO 9: What is the ninth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</p>	<p>Students will find a variety of meanings in a literary text through an applied awareness of historical, cultural or critical contexts.</p>
<p>SLO 9: 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)</p>	<p>EDTPA Portfolio (EDUC 4150)</p>
<p>SLO 9: 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.....)</p>	<p>80% of students in the program will earn a score of 75% or higher on the assessment</p>
<p>SLO 9: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome. Report data differentiated by program concentrations. (Example: BA Contemporary Musicianship - 84%, BA Contemporary Musicianship Classical - 77%, BA Contemporary Musicianship Commercial - 63%)</p>	<p>No students have reached this point in the program. The first cohort will take EDUC 4150 in spring 2022.</p>
<p>SLO 9: Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>N/A: first year in the program.</p>

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number and by Concentration)(Example: BA Contemporary Musicianship - 26, BA Contemporary Musicianship Classical - 41, BA Contemporary Musicianship Commercial - 17)	18 By concentration: Literature – 1 Creative Writing – 1 Professional Writing – 0 Pre-Law – 0 Teacher Certification – 1 Generalist – 15
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Open Box for Assessment Comments

Overall Use of Assessment Results for Continuous Improvement and Open Text Box For Assessment Comments:	<p>Prior year SLO Assessment Initiative (re: SLO 3 and SLO4): In ENGL 4100 students will examine models of effective character/historical context analysis before beginning the assignment. 100% success on the assessment shows the effectiveness of this initiative.</p> <p>The English Department's Assessment Committee also revised SLO's 2-4 and created SLO's 5-9 to accommodate new concentrations in the English B.A. that were launched in fall 2020.</p> <p>Assessment Initiative/Plan for Upcoming Year: We aim to improve upon the 67% success rate in SLO 1 in ENGL 3010. Next year the instructor will share model student essays with the class before students submit their own work. The 63% success with SLO 4 in ENGL 4400 is clearly problematic. In the next iteration of ENGL 4400, we plan to require each student to meet with the instructor for approval of sources before submitting the Research Paper.</p> <p>COMMENTS: With considerable effort, we were able to gather assessment data for each campus (Macon, Cochran, Online). As this was our first year assessing the newly revised English B.A. with concentrations, we had not foreseen the complexities of collecting data broken down by campus <i>and</i> concentration, and thus were unable to report at that level of detail. Our departmental</p>
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	Assessment Committee will take up this issue in its first 2021-2022 meeting.
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.)	N/A