

Bachelor of Arts in English, 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?	Bachelor of Arts in English
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?	80

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 analyze and interpret literary texts of various genres, periods, movements, and cultures.
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)	Assessment paper in ENGL 3010
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 in the program will earn a score of 75% or higher on the assessment.
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)	93
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.)	Target was met.

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 analyze historical, cultural, and critical contexts of literary texts.
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)	Character/Historical Context Paper in ENGL 4100
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 students in the program will earn a score of 75% or higher on the assessment.
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)	90
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.)	Target was met.

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 write papers that are advanced in rhetorical strategy, structure and organization, and use of grammar, usage, and mechanics.
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)	Senior Capstone Paper in ENGL 4900
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 students in the program will earn a score of 75% or higher on the assessment.
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)	100
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.)	Target was met.

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.....)	Students will write well-constructed papers that communicate a clearly defined and supported claim, employing advanced research strategies and appropriate documentation.
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)	Senior Capstone Paper in ENGL 4900
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 in the program will earn a score of 75% or higher on the assessment.
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)	100
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.)	Target was met.

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	30
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Open Box for Assessment Comments

Open Text Box For Assessment Comments:	<p>Prior Year SLO Assessment Initiative: In 2019-20, we implemented an early warning system at midterm for students who have not making adequate progress on the paper. At that time, students not performing at the standard were be required to document weekly (or bi-weekly) visits to the Writing Center in Macon for one-on-one work with a Faculty Advisor. The initiative succeeded, as the 100% success rate for SLO3 and SLO4 attests.</p> <p>Assessment Initiative/Plan for Upcoming Year: To improve on the 90% success rate on SLO2, we will have a new initiative in 2020-2021 of examining models of effective character/historical context analysis before students begin the Character/Historical Context Paper in ENGL 4100. As the curriculum for the B.A. in English for 2020-2021 has been revised substantially, eliminating the English Senior Capstone course generating the assessment instrument for SLO's 3 and 4, we will be adopting new assessment instruments for these outcomes in 2020-2021, as determined by the department's assessment committee.</p> <p>Raw data Macon:</p> <p>10. 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) *</p> <p>93 13 of 14 students.</p> <p>15. 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) *</p> <p>90 9 of 10 students.</p>
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	<p>20. 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) *</p> <p>100 6 of 6 students.</p> <p>25. 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) *</p> <p>100 6 of 6 students.</p>
<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.)</p>	

