

AA and AS Core Curriculum, Macon

Semester reporting: Spring Semester 2021

Reporting cycle: Annual Reporting Cycle

Academic Program Assessment by Concentration Report Information

Prepared on: 8/25/2021 2:16PM	Prepared by: michael.gibbons@mga.edu
	Email address of person responsible for this report: michael.gibbons@mga.edu
In which college or school is this program located?	Arts and Letters and Computing
Program Type:	Undergraduate
Approximately how many students are in this program at this location?	Area A English 1102 - 195 Area A Math - 184 Area C ENGL Lit. - 109 Area C Electives - 115 Area D - 378 Area E SOCI - 76 Area E PSYC - 117 Area E POLS - 149 Area E HIST - 176 Total 1,499

Student Learning Outcomes

SLO1 (Area A English)

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 forms.
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)	Students will complete an analytical essay in ENGL 1102
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% of students will score 70% or higher on the analytical essay assignment.
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. (this should be a number between 0-100)	92.19%
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.)	No changes were necessary since 92% of the students successfully passed the analytical paper.

Student Learning Outcomes

SLO2 (Area A Math)

<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 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.</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>Students will answer five math questions specifically designed for this assessment. Courses tested MATH 1101, MATH 1111, MATH 1112, MATH 1113, MATH 1251</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>70% of the students will correctly answer each question.</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. (this should be a number between 0-100)</p>	<p>75.71%</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>On the whole, the assessment results for MATH 1001 are positive. No major changes are being made.</p> <p>The assessment results for MATH 1111 are somewhat concerning. The Department of Mathematics & Statistics will first look at the assessment instrument to make sure that it is properly aligned to the student learning outcomes. Next steps will include the consideration of curricular changes.</p> <p>On the whole, the assessment results for MATH 1112 are positive. No major changes are being made.</p> <p>On the whole, the assessment results for MATH 1251 are positive. No major changes are being made.</p>

Student Learning Outcomes

SLO3 (Area C Literature and Electives)

<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 effectively interpret and critically analyze texts, works of art, or music.</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>Students will complete and analytical essay for ENGL 21XX and (ARTS 1100, COMM 1100, MUSC 1100, THEA 1100, COMM 1110)</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>70% of students will score 70% or higher on the analytical essay.</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. (this should be a number between 0-100)</p>	<p>ENGL 21XX - 90.44%</p> <p>Electives – 96.29%</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>No changes were necessary since 90% of the students successfully passed the analytical essay for ENGL 21XX.</p> <p>No changes were necessary since 96% of the students successfully passed the analytical essay for Area C electives.</p>

Student Learning Outcomes

SLO4 (Area D Science)

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 be able to solve problems using scientific principles and the scientific method.
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)	Students will take a course exam. ASTR 1101, BIOL 1001, BIOL 1114, BIOL 2107, CHEM 1151, CHEM 1211, GEOL 1125, GEOL 1126, PHYS 1011, PHYS 1111, PHYS 1211, PHYS 2211
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% of students will score 70% or higher on the exam.
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. (this should be a number between 0-100)	81.85%
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.)	No changes were necessary since 81% of the students successfully passed the course exam for Area D.

Student Learning Outcomes

SLO5 (Area E)

<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 effectively the complexity of human behavior, or how historical, economic, political, social, or spatial relationships develop, persist, or change.</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>Students will answer targeted questions designed to assess their ability to analyze effectively the complexity of human behavior and how social relationships develop, persist, and/or change. (PSYC 1101, SOCI 1101, and POLS 1101).</p> <p>Students will complete an essay which illustrates how historical or political relationships develop, persist, or change. (HIST 1111, 1112, 2111, 2112)</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>70% of students in PSYC 1101 will correctly answer 3 out of 5 questions.</p> <p>70% of students in SOCI 1101 will correctly answer 3 out of 5 questions.</p> <p>70% of students in POLS 1101 will correctly answer 7 out of 10 questions.</p> <p>70% of students will score 70% or higher on the essay for HIST.</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. (this should be a number between 0-100)</p>	<p>PSYC 1101 – 72.2% SOCI 1101 – 98% POLS 1101 – 93.45% HIST – 81.58%</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>PSYC 1101 with low % passing rate, 2nd year of new assessment measure questions; Department Chair spoke with instructor about targeting teaching material to SLOs.</p> <p>SOCI 1101 - No changes were necessary since 98% of the students successfully answered the questions.</p> <p>POLS 1101; Since students are generally successful at meeting this SLO, it is difficult to identify any necessary changes using a data-driven process. However, the following initiatives</p>

	<p>are underway to improve student learning in this course:</p> <ul style="list-style-type: none"> - Implementation of the use of low-cost, no-cost, and/or open educational resources for required materials, which will allow students with more financial constraints to be more successful in the course. - Some sections have piloted the use of more frequent, lower-stakes examinations to reduce the adverse impact of test anxiety on student success. - We plan to implement peer supplemental instruction for struggling students in the future when sufficient resources and majors are available. <p><i>HIST low % passing;</i> SLO 2 continues to raise the most concern. Last cycle, we implemented a strategy of additional written assignments in HIST 2111 in order to provide further opportunity to offer students feedback and thereby allow for improvement on the assessed essay assignment. The results this cycle remained constant. For the next cycle, a similar strategy for HIST 2112 will be implemented.</p>
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Sampling

<p>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)</p>	<p>Area A English - 169 Area A Math - 111 Area C ENGL 21XX - 96 Area C Elective - 86 Area D - 277 Area E SOCI - 70 Area E PSYC - 57 Area E POLS - 113 Area E HIST – 137</p> <p>Total 1,116</p>
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Open Box for Assessment Comments

<p>Overall Use of Assessment Results for Continuous Improvement and Open Text Box For Assessment Comments:</p>	<p><i>POLS 1101</i> Results of assessment were used to identify areas where students required additional emphasis or content.</p> <p>Since all sections assessed are sections of the same course, data was pooled for the purposes of identifying potential areas of improvement.</p> <p><i>HIST</i> Prior Cycle Initiative (SLO 2): a strategy of providing students with additional written assignments in order to create increased opportunities for feedback was implemented for HIST 2111. Although the target was met, the results for SLO 2 remained stationary at 70%. New Cycle Initiative (SLO 2): A strategy of providing students with additional written assignments in order to create increased opportunities for feedback will be implemented for HIST 2112.</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>	<p><i>MATH 1111</i> is sometimes particularly difficult for students. In addition, it is a high-pressure course because it provides the foundation for many other mathematics courses that STEM majors must take. Because of the COVID-19 pandemic, many more sections of this course was taught online than in a normal semester. This likely resulted in worse student performance because students weren't able to take advantage of immediate assistance from an in-person instructor.</p> <p><i>POLS 1101</i> Some students were likely adversely affected by COVID-19 due to missing classes resulting from quarantine and/or infection.</p>