# Associate of Arts in Modern Language, Cochran

**Semester reporting:** Spring Semester 2022

**Reporting cycle:** Annual Reporting Cycle

**Academic Program Assessment Report Information**

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| **Prepared on:** 6/7/2022 9:38:35 AM | Prepared by: sabrina.wengier@mga.edu |
| **Email address of person responsible for this report:** | sabrina.wengier@mga.edu |
| **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?** | 0 |

**Student Learning Outcomes**

**SLO1**

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| **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......)** | n/a |
| **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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?** | n/a |
| **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....)** | n/a |
| **SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)** | n/a |
| **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.** | 0 |
| **SLO 1: Improvement Plans and 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 |

**SLO2**

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| **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......)** | n/a |
| **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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?** | n/a |
| **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....)** | n/a |
| **SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)** | n/a |
| **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.** | 0 |
| **SLO 2: Improvement Plans and 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 |

**SLO3**

| 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......) | n/a |
|---|---|
| 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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome? | n/a |
| 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....) | n/a |
| SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.) | n/a |
| 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. | 0 |
| SLO 3: Improvement Plans and 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 |

**SLO4**

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|---|---|
| **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......)** | n/a |
| **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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?** | n/an/a |
| **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....)** | n/a |
| **SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)** | n/a |
| **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.** | 0 |
| **SLO 4: Improvement Plans and 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 |

**Sampling**

| How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? | 0 |
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**Open Box for Assessment Comments**

| Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative). | Please note that there were no ML majors enrolled in ML 2002 this year and we are using the students who declared a Minor in Spanish to assess SLO 1, 2, and 4. |
| --- | --- |
| | The comments below apply to the Modern Language program as a whole, regardless of location and modality. |
| | Prior year SLO Assessment Initiatives and Results: We have 2 ongoing learning initiatives that have been successful to help us meet our goals: a targeted grammar review for SLO 2 and a reading comprehension workshop for SLO3. |
| | The program did not meet its goal for SLO4 in AY 20-21 and the following initiative was implemented: a review quiz of cultural concepts with multiple attempts to be conducted in class or online. |
| | In AY 20-21, 33.33% of the students were successful; this year, 50% were successful, which shows some improvement. |
| | Assessment Initiative/Plan for Upcoming Year: The program did not meet its goal for SLO 3 Reading Comprehension and SLO 4 Cultural Knowledge. Faculty met and decided the following: |
| | • SLO 3 Reading Comprehension: Because the student learning initiative that was implemented a few years ago (SLI: an in-class workshop targeting reading comprehension skills) had been successful in previous years and because the student who did not meet the goal was 1 point shy of the 80% benchmark, faculty decided to keep the learning initiative as is and to reassess next year, depending on the program outcomes. |
| | • SLO 4 Cultural Knowledge: The faculty decided to keep the current SLI (review quiz of cultural concepts with multiple attempts to be conducted in class or online) since the success |

| | rate rose from 33.33% in AY20-21 to 50% in AY21-22. The program will also add an SLI starting in ML 1001: cultural knowledge questions will be included as a test portion starting in ML 1001 through 2002. Students will therefore have more time to assimilate cultural knowledge. |
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| | Summary of curricular changes that were implemented in AY21-22 to ensure continuous improvement. |
| | Revised SLOs to ensure to ensure consistency between program goals, classroom practice, and assessment tools. The revised program SLOs are the following: |
| | 1.　　Graduates will apply target language proficiency in oral form. |
| | 2.　　Graduates will apply target language proficiency in essays evaluated on content, grammar, sentence structure, vocabulary, and organization. |
| | 3.　　Graduates will interpret main ideas, key information, and specific arguments from written passages in the target language. |
| | 4.　　Graduates will identify and/or summarize cultural knowledge from various sources. |
| | The program also changed two Area F requirements from a restricted list of electives to open electives to help with progression to graduation. |
| **Optional Open Text Box For Assessment Comments:** | |
| **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.)** | |