

Bachelor of Arts in English

Generalist option & Literature, Creative Writing, Professional Writing, Pre-Law, and Teacher Certification concentrations

Cochran

Semester reporting: Spring 2022

Reporting cycle: Annual

Academic Program Assessment by Concentration Report Information

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| Prepared on: May 31, 2022 | Prepared by: Chip Rogers |
| | Email address of person responsible for this report: chip.rogers@mga.edu |
| 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 |
| For which campus are these assessments being submitted? | Cochran |
| Approximately how many students are in this program at this location? Break out by concentrations. | 31 total: <ul style="list-style-type: none">• Creative Writing 5• Pre-Law 2• Teacher Certification 7• Literature 3• Generalist 14 |

Student Learning Outcomes

SLO1

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| <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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>Past performance</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>88%</p> <p>Generalist: 75% (3 of 4) Creative Writing: 100%</p> <p>Fall 2021 - 6 of 7 Spring 2022 - 1 of 1</p> |
| <p>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.)</p> | <p>Target met. Our primary initiative this year was to improve performance on SLO1 (67% success in the previous year). The innovation of examining student models before assigning the paper had very positive impact, as the 88% success rate this year indicates.</p> |

SLO2

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| <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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>Past performance</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>83%</p> <p>Generalist: 100% Creative Writing: 100% Teacher Cert: 0% (0 of 1)</p> <p>Fall 2021 - 5 of 6</p> |
| <p>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.)</p> | <p>Target met.</p> |

SLO3

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| <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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>Past performance</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>83%</p> <p>Generalist: 100% Creative Writing: 100% Teacher Cert: 0% (0 of 1)</p> <p>Fall 2021 - 5 of 6</p> |
| <p>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.)</p> | <p>Target met.</p> |

SLO4

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| <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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>Past performance</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>94%</p> <p>Generalist: 100% Creative Writing: 80% (4 of 5) Teacher Cert: 100%</p> <p>Fall 2021 ENGL 3500 - 7 of 7 Spring 2022 ENGL 4400 - 8 of 9</p> |
| <p>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.)</p> | <p>Target met. One initiative this year was having ENGL 4400 students share their research with the instructor before submitting the essay. This tactic clearly worked, as the rate of success rose from 63% last year to 94% this year.</p> |

SLO5 – Concentration Literature

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| <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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>Past performance</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>60%</p> <p>Generalist: 100% Creative Writing: 100% Teacher Certification: 0% (0 of 1) Literature: 0% (0 of 1)</p> <p>Summer 2021 3130 (2 of 3) Spring 2022 3800 (1 of 2)</p> |
| <p>SLO 5: 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.)</p> | <p>Failed to meet target, though with small sample size.</p> <p>See SLO 5 initiative in the Open Box for Assessment Comments below.</p> |

SLO6 Concentration Creative Writing

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| <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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>Past performance</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>100%</p> <p>Creative Writing: 100%</p> <p>Summer 2021 CRWR 3700 1 of 1</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>Target met, though with only one student.</p> |

SLO7 Concentration Professional Writing

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| <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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>Past performance</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>100%</p> <p>Professional Writing: 100%</p> <p>Spring 2022 PFWR 4660 1 of 1</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>Target met, though with a single student.</p> |

SLO8 Concentration Pre-Law

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| <p>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.....)</p> | <p>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.</p> |
| <p>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)</p> | <p>Legal Brief (PFWR 4050)</p> |
| <p>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.....)</p> | <p>80% of students in the program will earn a score of 75% or higher on the assessment</p> |
| <p>SLO 8: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>Past performance</p> |
| <p>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%)</p> | <p>No Cochran students took PFWR 4050 this year.</p> |
| <p>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.)</p> | <p>N/A</p> |

SLO9 Concentration Teacher Certification

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| <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: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)</p> | <p>PSC certification and past performance</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 2023.</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: no seniors in the cohort this year.</p> |

Sampling

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| <p>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)</p> | <p>14</p> <p>By concentration: Literature – 1 Creative Writing – 4 Professional Writing – 0 Pre-Law – 0 Teacher Certification – 2 Generalist – 7</p> |
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Open Box for Assessment Comments

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| <p>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).</p> | <p>Prior year SLO Assessment Initiative (re: SLO 1): “We aim to improve upon the 67% success rate in SLO 1 in ENGL 3010. [This] 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.” Both of these initiatives were successful: this year’s SLO 1 success rate rose from 67% to 88%, while the SLO 4 success rate rose from 63% to 94%.</p> <p>60% success for SLO 5 in ENGL 3130 and ENGL 3800 is problematic, though having only five Cochran students included in this assessment is a small sample size. By comparison, 88% of 32 Macon students met or exceeded the 75% benchmark.</p> <p>Our SLO 5 initiative next year will be to encourage greater use of the Writing Centers in planning and editing stages of Literary Analysis essays in the Genres classes.</p> |
| <p>Optional Open Text Box For Assessment Comments:</p> | <p>The English Department’s Assessment Committee did excellent work updating and developing rubrics—and in assisting faculty in collecting campus and concentration information for each assessment class. Kudos to the English Assessment Chair Dr. Gilbert and all the team.</p> |

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| | <p>Assessment Initiative/Plan for Upcoming Year:</p> <p>While we improved processes to ensure easier and more accurate identification of students by campus and concentrations, the tracking of nine separate SLOs is excessive. The goal of tracking distinct SLOs in each concentration was a good idea in theory, but the numbers divided by campus <i>and</i> concentration tend to be too small to be of significant value. Our departmental Assessment Committee will in 2022-2023 work to reduce the number of SLO's, ideally with a single Learning Outcome that applies effectively across concentrations.</p> |
| <p>If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below.</p> | <p>N/A</p> |