



**Middle Georgia
State University**

Title.

Middle Georgia State University Academic Program Assessment

Instructions. This form collects assessment information for all academic programs at Middle Georgia State University. Program directors, chairs, or deans, should submit one form each year (or semester) for each academic program and for each site the academic program is offered (https://www.mga.edu/institutional-research/docs/Programs_by_Location.pdf) (i.e. if a program is offered in Macon and Cochran, separate assessments unique to the students enrolled at each location should be submitted). It is essential that improvements based on the assessment are also clearly identified and that the department keeps evidence of those improvements (i.e. new exams, syllabi, instructional tools) when an improvement is identified and implemented. Major changes to curriculum must go through the Academic Affairs process. Student Learning Outcomes (SLO) should match the Assessment Plan and Curriculum Maps found here:

<https://www.mga.edu/provost/program-histories.php>; if they don't please contact OIRDS to update them.

NOTE: All fields are required, please place NA or O in response field ONLY if SLO is not being utilized, otherwise full responses are required. Provide ALL necessary information requested to the fullest extent possible, such that a peer reviewer is not required to assume any information not provided. Utilize the provided assessment scoring rubric drafting guideline to evaluate your report prior to submission.

https://www.mga.edu/institutional-research/docs/IEB_Academic_Program,_Student_Support,_Advising_Scoring_Card.pdf

****Please SUBMIT the form within 30 minutes of opening this page. If you wait too long to submit you may lose your work**** In the event that you need to edit your submission, you may contact the Director of Institutional Effectiveness to secure a custom link to edit and resubmit.

Q1. Submitters Email

sheree.keith@mga.edu

Q2. For which program is this assessment being submitted? An academic program for this purpose is defined as a major within a degree program (i.e. Bachelor of Arts with a major in English, Bachelor of Science with a major in Chemistry, Associates in Occupational Therapy Assistant).

AA in Art

Q3. For which campus is this program assessment being submitted? Note: A separate assessment report is needed for each location a program is offered.

Cochran

Macon

- Eastman
- Dublin
- Warner Robins
- Online

Q4. In which College is this program located?

- Arts and Letters
- Aviation
- Health and Natural Sciences
- Business
- Computing
- Education and Behavioral Sciences

Q5. Program Type

- Graduate
- Undergraduate
- Certificate

Q6. Which semester were the data collected and analyzed? If across multiple semesters, select the latest semester of data.

- Summer 2022
- Fall 2022
- Spring 2023

Q7. Approximately how many students are enrolled in this program at this location?

10

8. SLO 1: What is the first Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Graduates will produce work that evidences the foundational theories and practices of the visual arts.

9. SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

final portfolio review in ARTS 1010, 1020, & 1030.

10. 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 at least 80% on the rubric that assesses their artistic skills.

11. SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

past performance data

12. 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)

88.8%

13. SLO 1: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

From AY 2021 to AY 2022, demonstrated mastery increased from 63% to 79.5%, and to 88.8 this 2022/2023 academic year. It is recommended that use of this rubric continues. There are varying levels of success between sections. It is recommended that the ARTS faculty meet to calibrate expectations for this SLO. Moving forward we will reduce the courses assessed for from three (3) ARTS 1010, ARTS 1020, and ARTS 1030 to one (1) ARTS 1010 Drawing 1.

14. SLO 2: What is the second Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Graduates will identify elements of global and culturally diverse historical artworks.

15. SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Identifying elements of global and culturally diverse historical artworks is evaluated through essays and examinations using the Art History Assessment Rubric in ARTS 2010 & 2011.

16. 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 at least 80% on the rubric that assesses select test or exam questions.

17. SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

past performance data

18. 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)

50% 6 out of 12 students on the Macon campus scored 80% or more.

19. SLO 2: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

This course was taught online with a mix of majors and nonmajors, AA and BA students from Macon and Cochran and other campuses. For this assessment we removed non-majors and separated the Macon and Cochran campuses. Four (12) students from the Macon campus were assessed. Six (6) out of the twelve (12) met the 80% goal. This is a major drop from 77.3% from the 2022 academic year. A Student Learning Initiative will be applied to SLO #2 for AY2024. When looking deeper into the rubric scores, the students were least successful in identifying the characteristics of the artwork on the assessment. The students are asked to make comparisons between artworks but are unable to choose artworks that meet the criteria for comparison. For AY 2024, the instructor will provide the students a pool of specific artworks for the students to choose from that meet the criteria of the assignment or require students to receive approval from the instructor on their choice of artworks.

20. SLO 3: What is the third Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

Graduates will demonstrate proficiency in artistic skills, media, and implements.

21. SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

Proficiency in artistic skills, media, and implements is evaluated through oral and/or written critiques using the Studio Critique Assessment Rubric in ARTS 1010, 1020, & 1030.

22. 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 at least 80% on the rubric that evaluates their ability to critique their own work and the work of their classmates.

23. SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

past performance data

24. 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)

95.55

25. SLO 3: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

In AY2021, student mastery of SLO #3 was 60%. In AY 2022 student mastery increased 40.6% to 84.4% and increases to 95.5% in this 2022/2023 academic year. It is recommended that the use of this rubric continues. There are varying levels of success between sections. It is recommended that the ARTS faculty meet to calibrate expectations for this SLO. And we reduce the courses assessed for from three (3) ARTS 1010, ARTS 1020, and ARTS 1030 to one (1) ARTS 1030 3D Design.

26. SLO 4: What is the fourth Student Learning Outcome for this support area? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)

NA

27. SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. test, survey, etc) and provide specific details of the instrument (e.g. name, content areas, link etc.)

NA

28. 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....)

NA

29. SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc)

NA

30. 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)

NA

31. SLO 4: Improvement Plans and Evidence of Changes Based on Performance Analysis: How does the analysis of students' performance on this Student Learning Outcome inform the implementation of improvement plans, and what evidence is collected and documented to support these changes?

NA

Q41. List each program concentration or track within the larger academic program and clearly articulate the expected learning outcomes. (If distinct note them distinctly, if common restate).

NA

Q42. How do you collect and report data on the achievement of these learning outcomes for each program concentration or track?

NA

Q43. Report and analyze the learning outcomes associated with each program concentration or track

NA

32. How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location? (Provide Number)

52

33. Based on your goals and objectives listed above please indicate their connection with MGA's Strategic Plan (https://www.mga.edu/about/docs/Strategic_Plan_Overall_DB.pdf) by checking all associated and relevant Imperatives / Strategies from the list below. (Check all the apply)

- Grow Enrollment with Purpose 1. Expand and enrich the face to face student experience
- Grow Enrollment with Purpose 2. Expand and enrich online instruction into new markets
- Own Student Success 3. Develop academic pipelines and expand degrees
- Own Student Success 4. Expand student engagement and experiential learning
- Build Shared Culture 5. Attract talent and enhance employee development and recognition
- Build Shared Culture 6. Sustain financial health through resourceful fiscal management
- Build Shared Culture 7. Cultivate engagement with its local communities

34. Please indicate which of the following actions you have taken as a result of the 2021/2022 Assessment Cycle (Note: These actions are documented in reports, memos, emails, meeting minutes, or other directives within the reporting area)(Check all the apply)

- Disseminating/Discussing Assessment Results/Feedback to Appropriate Members of the Campus Community
- Disseminating/Discussing Assessment Results/Feedback to Appropriate External Stakeholders
- Faculty or Staff Support: Professional Development Activities, Trainings, Workshops, Technical Assistance
- Process Changes: Improve, Expand, Refine, Enhance, Discontinue, etc Operational Processes
- Request for Additional Financial or Human Resources
- Customer Service Changes: Communication, Services, etc
- Making Improvements to Teaching Approach, Course Design, Curriculum, Scheduling, other
- Evaluating and/or Revising the Reporting Lines Internal Assessment Processes
- Other

35. Please indicate (if appropriate) any local, state, or national initiatives (academic or otherwise) that are influential in the operations, or goals, and objectives of your unit. (Complete College Georgia, USG High Impact Practice Initiative, LEAP, USG Momentum Year, Low-Cost No-Cost Books, etc)

36. Please provide a comprehensive narrative outlining how assessment results are utilized for continuous improvement in this field. Your narrative should address the past, present, and future aspects of assessment, with specific emphasis on how these results inform decision-making and drive improvement efforts.

Past year: what needed work? A Student Learning Initiative was applied to this SLO1 (Graduates will produce work that evidences the foundational theories and practices of the visual arts) for AY 2022. This course was taught online with a mix of majors and nonmajors, AA and BA students from Macon and Cochran and other campuses. For this assessment we removed non-majors and separated the Macon and Cochran campuses. Four (12) students from the Macon campus were assessed. Six (6) out of the twelve (12) met the 80% goal. This is a major drop from 77.3% from the 2022 academic year. What was proposed:? "Students will begin preparing their final portfolios with the first assignment and will turn them in at the mid-term for a mid-term portfolio checkup with feedback given to help guide them in creating their final portfolios." Did it work? Overall, success rates increased from 73% in AY 2021 to 88% in AY 2022, a 20.5% improvement. The low number of students enrolled from this campus, 2, does not necessitate a student learning initiative at this time. Current Year: What needs work? Upon further review of the data, a Student Learning Initiative will be applied to SLO #2 for AY2024. When looking deeper into the rubric scores, the students were least successful in identifying the characteristics of the artwork on the assessment. The students are asked to make comparisons between artworks but are unable to choose artworks that meet the criteria for comparison. For AY 2024, the instructor will provide the students a pool of specific artworks for the students to choose from that meet the criteria of the assignment or require students to receive approval from the instructor on their choice of artworks.

37. Optional: The following upload portal is available to supplement your report with supportive documentation should you wish to provide any (instruments, data, etc).