



**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

benita.muth@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).

Bachelor of Arts in English

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?

31 total • Generalist – 14 • Creative Writing – 6 • Professional Writing – 0 • Literature – 3 • Pre Law – 1 • Secondary Ed – 7

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.....)

Students will analyze and interpret literary texts of various genres, periods, movements, and cultures

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.)

Assessment Paper (ENGL 3010)

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 75% or higher on the assessment

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)

100% (5 of 5) • Generalist – 2 • Secondary Ed – 3 Fall 2022 – 4 of 4 Spring 2023 - 1 of 1

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?

Target met.

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.....)

Students will analyze historical, cultural, and critical contexts of literary texts

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.)

Character/ Historical Context Paper (ENGL 4100)

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 75% or higher on the assessment

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)

100% Creative Writing: 1 Fall 2022 – 1 of 1

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?

Target met

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.....)

Students will write papers that are advanced in rhetorical strategy, structure and organization, and use of grammar, usage, and mechanics.

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.)

Character/ Historical Context Paper (ENGL 4100)

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 75% or higher on the assessment.

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)

100% Creative Writing: 1 Fall 2022 – 1 of 1

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?

Target met

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.....)

Students will write well-constructed papers that communicate a clearly defined and supported claim, employing advanced research strategies and appropriate documentation

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.)

Cultural/Historical Context Research Paper (ENGL 3500 and ENGL 4400)

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.....)

80% of students in the program will earn a score of 75% or higher on the assessment

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

past performance

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)

100% Generalist: 3 of 3 Fall 2022 ENGL 3500 – 2 of 2 Spring 2023 ENGL 4400 - 1 of 1

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?

Target met

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).

SLOs and Learning Outcomes by concentration: Generalist: SLO 5: Students will analyze and interpret literary texts of a specific genre. Literature: SLO 5: Students will analyze and interpret literary texts as a specific genre Creative Writing: SLO 6: Students will analyze, critique, and develop pieces of creative non-fiction Professional Writing: SLO 7: Students will create visually and rhetorically appealing documents in professional genres. Pre-law: SLO 8: 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 Teacher Certification: SLO 9: Students will find a variety of meanings in a literary text through an applied awareness of historical, cultural or critical contexts.

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

SLOs and Learning Outcomes by concentration: Generalist: SLO 5: Students will analyze and interpret literary texts of a specific genre. Measured by: Literary analysis paper of Specific Genre (ENGL 3130, ENGL 3700, ENGL 3800, ENGL 3900) Literature: Same as generalist Creative Writing: SLO 6: Students will analyze, critique, and develop pieces of creative non-fiction Measured by: Literary Journalism essay in CRWR 3700 Professional Writing: SLO 7: Students will create visually and rhetorically appealing documents in professional genres. Measured by: Research Project (originally "Proposal") in PFWR 4660 Pre-law: SLO 8: 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 Measured by: Legal Brief in PFWR 4050 Teacher Certification: SLO 9: Students will find a variety of meanings in a literary text through an applied awareness of historical, cultural or critical contexts. Measured by: EDTPA Portfolio in EDUC 4150

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

SLO 5 (for Generalist and Literature concentration): Students will analyze and interpret literary texts of a specific genre. Generalist and Literature: 100% Summer 2022 ENGL 3700 (3 of 3) Fall 2022 ENGL 3130 (5 of 5) Spring 2023 ENGL 3900 (4 of 4) Target met: Our SLO 5 initiative this year was to encourage greater use of the Writing Centers in planning and editing stages of Literary Analysis essays in the Genres classes. Results suggest initiative contributed to success. SLO 6 (for Creative Writing concentration): Students will analyze, critique, and develop pieces of creative non-fiction. Creative Writing: 100% Summer 2022 CRWR 3700 2 of 2 Target met, although with only 2 students SLO 7 (for Professional Writing concentration): Students will create visually and rhetorically appealing documents in professional genres. Professional Writing: N/A No Cochran Professional Writing Students took PFWR 4660 this year SLO 8 (for Pre-Law concentration): 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 Pre-Law: N/A No Cochran students in upper-level classes of Pre-law concentration. Class used for assessment was not offered this year. SLO 9: Students will find a variety of meanings in a literary text through an applied awareness of historical, cultural or critical contexts. Teacher Certification: 100% EDUC 4150: 1 of 1 Target met, although with 1 student

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

Numbers by concentrations: Generalist – 15 Creative Writing – 4 Professional Writing – 1 Pre law – 1 Secondary Education – 5

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 : Recommending and Promoting University resources for student support

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

• Complete College Georgia • USG High Impact Practices • LEAP, • Low-cost/no-cost books

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.

Based on a 60% success rate of our then - SLO 5, our initiative for this year was to encourage greater use of the Writing Centers in planning and editing stages of Literary Analysis essays in the Genres classes. These classes are used to assess both the Generalist and Literature concentration tracks. Results suggest initiative contributed to success, as success rates rose to 100% this year. While we met our target goals in all areas, SLO 4 ("Students will write well-constructed papers that communicate a clearly defined and supported claim, employing advanced research strategies and appropriate documentation") could use some reinforcement. Our SLO 4 initiative next year will be to add an additional instructional unit about research methods to ENGL 4100, to reinforced skills.

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