

Institutional Effectiveness Addendum 3.3.1.1

University of West Georgia

Submitted to the:

SACSCOC On-Site Committee

February, 2014

Executive Summary

The University of West Georgia was found to be noncompliant with SACSCOC principles 3.3.1.1-3.3.1.5 by the off-site review committee. The compliance certificate submitted to that committee included a comprehensive review of all institutional effectiveness documents produced at UWG. As such it was far reaching and erred on the side of inclusion. This addendum takes the opposite approach. It is a focused case for compliance with institutional effectiveness principles organized by principle and then by division or college. It is a clear and concise case outlining the methods UWG uses to identify outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results. Evidence of compliance with each principle is organized by division and/or college/school. As such, each area can be evaluated independently, although we recognize a judgment of compliance is set on the institutional level.

3.3.1.1: educational programs, to include student learning outcomes

As evidence of compliance with principle 3.3.1.1, the University of West Georgia grants degrees through five colleges and one school. The evidence included in this addendum is to supplement the evidence presented in the focused report. The evidence of compliance with this principle is organized by college or school in the following order:

College of Arts and Humanities

College of Education

College of Science and Mathematics

College of Social Sciences

Tanner Health System School of Nursing

Richards College of Business

The College of Arts and Humanities offers the following academic programs:

BA in Art
BFA in Art
Post-Baccalaureate Initial Certification in Art
BA in English
BA in Philosophy
MA in English
Minor in Creative Writing
Minor in Religion
BA in Foreign Language
Minor in Film Studies
Minor in Gender and Sexuality Studies
Post Baccalaureate Initial Certification in French Education
Post Baccalaureate Initial Certification in Spanish Education
BA in History
MA in History
Minor in Classical Studies
Post Baccalaureate Certificate in Museum Studies
Post Baccalaureate Certificate in Public History
BM in Music Composition
BM in Music Performance
BM in Music Education
MM in Music Education
MM in Music Performance
Post Baccalaureate Initial Certification in Music Education
BA in Theatre

In addition to the Carrollton Campus, the following programs are offered at off-campus sites or online:

Post Baccalaureate Certificate in Museum Studies (Atlanta History Center)
MM in Music Education (online, new)

For this assessment summary, the following academic programs are included as a representative sample of the academic program offerings within the College of Arts and Humanities:

BA in English
MA in History
BA in Theatre
Post Baccalaureate Certificate in Museum Studies

Why were these programs selected to represent all programs and locations listed above? How is this sample justified and representative of program offerings and locations?

Representative of degree levels and diversity of degree type, enrollments, and location.

For each program in this sample, the College of Arts and Humanities provides the following detailed analysis of program learning outcomes, measurements of these learning outcomes, and improvements

based on analysis of the results. This is a summary of each program and/or program location identified in the sample above.

Degree Program: BA in English

Degree program Location: Carrollton

Measurable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
Students demonstrate that they are adept writers in command of standard written English and of options for effectively presenting ideas and evidence.	Students submit a written assignment in the Senior Capstone Seminar that is evaluated using the department’s approved rubric Exit survey.
Students demonstrate that they are capable of critical thinking that takes into account the variety of human experience and significant differences among cultural value systems.	Students submit a written assignment in the Senior Capstone Seminar that is evaluated using the department’s approved rubric
Students demonstrate that they can convincingly analyze, interpret, and explicate literary texts in light of pertinent critical assumptions.	Students submit a written assignment in the Senior Capstone Seminar that is evaluated using the department’s approved rubric

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

While in the reports in the section below the results were found to be satisfactory and no improvements listed, the Comprehensive Program Review completed in Fall 2012 reveals an expanded list of Learning Outcomes, additional assessment methods, and the following improvements:

Realizing the grading rubric used in the program, both in major classes and the Senior Seminar, was not aligned with the learning outcomes and was thus apt to contribute to inconsistencies in evaluation and confusion for students, faculty three years ago revised the rubric to create better alignment.

Based on a 79% response in the Exit Survey to the item “The English program had high expectations of my writing,” the department is working to create a culture of consistency through professional development workshops for faculty.

Attached to this report are the learning outcome assessment reports from this program and location.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in English	
Learning Outcome	Are adept writers in command of standard written English and demonstrate effective strategies for presenting ideas and evidence.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students submit a written essay assignment that is evaluated by the department's approved rubric.	
Student Sampling Process (if applicable)	3 sections offered. 3 sections were included in the assessment. Students who completed the writing assignment were included in the assessment.	
Data Collection Point	ENGL 4384 (Senior Capstone Seminar)	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Score of 100-90		
Percent of Students with Exemplary Performance	19	%
Description of Proficient Performance (Meets Expectations) by a Student		
Score of 89-70		
Percent of Students with Proficient Performance	38	%
Description of Developing Performance (Does Not Meet) by a Student		
Score of 69-60		
Percent of Students with Developing Performance	41	%
Description of Unacceptable Performance by a Student		
Score of 59 or Below		
Percent of Students with Unacceptable Performance	3	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in English	
Learning Outcome	Are capable of critical thinking that takes into account the variety of human experience and significant differences among cultural value systems.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students submit a written essay assignment that the instructor evaluates using the department's approved rubric.	
Student Sampling Process (if applicable)	3 sections offered. Students in all 3 sections who completed the assignment were included in the assessment.	
Data Collection Point	ENGL 4384 (Senior Seminar)	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Score of 100-90		
Percent of Students with Exemplary Performance	31	%
Description of Proficient Performance (Meets Expectations) by a Student		
Score of 89-70		
Percent of Students with Proficient Performance	47	%
Description of Developing Performance (Does Not Meet) by a Student		
Score of 69-60		
Percent of Students with Developing Performance	22	%
Description of Unacceptable Performance by a Student		
Score of 59 or Below		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in English	
Learning Outcome	Can convincingly analyze, interpret, and explicate literary texts in light of pertinent critical assumptions.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students submit a written essay assignment that the instructor evaluates using the department's approved rubric.	
Student Sampling Process (if applicable)	3 sections offered. 3 sections were included in the assessment. Students who completed the written assignment were included in the assessment.	
Data Collection Point	ENGL 4384 (Senior Seminar)	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Score of 100-90		
Percent of Students with Exemplary Performance	28	%
Description of Proficient Performance (Meets Expectations) by a Student		
Score of 89-70		
Percent of Students with Proficient Performance	34	%
Description of Developing Performance (Does Not Meet) by a Student		
Score of 69-60		
Percent of Students with Developing Performance	31	%
Description of Unacceptable Performance by a Student		
Score of 59 or Below		
Percent of Students with Unacceptable Performance	6	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Degree Program: MA in History

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1. Show basic familiarity with historical literature in major and minor fields of study	Exam: Oral thesis defense
2. Be able to identify and describe career options in the field of history	This outcome and assessment have been dropped.
3. Demonstrate a knowledge of the theory and ethics of public history [for Public History concentration]	Portfolio
4. Demonstrate the ability to undertake advanced historical research	Assessment of all theses collected
5. Demonstrate an understanding of historiography and its permutations over time	Written assignments in History 6684 (Historiography)
6. Demonstrate understanding of the field of public history [for public History	Internship

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

Learning Outcome#2: Dropped.

Learning Outcome #4: In spring 2012 the department launched a Thesis Writer's Colloquium that gathered all thesis writers three times per semester to discuss matters pertaining to thesis writing, including research methods.

Attached to this report are the learning outcome assessment reports from this program and location.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Master of Arts with a Major in History, General	
Learning Outcome	show basic familiarity with historical literature in major and minor fields of study	
Semester Assessed	Academic year 2012-2013	
Assessment Type or Artifact	Exit oral exam conducted at time of thesis defense or oral portion of the comprehensive exit exam for the non-thesis track	
Cohort (if Applicable)	0	
Location	Carrollton	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All students are assessed	
Data Collection Point	Thesis defense or comprehensive oral exam	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Full mastery of the material		
Percent of Students with Exemplary Performance	46	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	54	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement		
Comments on Planned Improvement		
Next Scheduled Assessment	Ongoing	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report		
University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Master of Arts with a Major in History, General	
Learning Outcome	be able to identify and describe career options in the field of history	
Semester Assessed	Not Available	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	covered in Historiography class and through advising sessions. This assessment has been dropped.	
Student Sampling Process (if applicable)	N/A	
Data Collection Point		
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement		
Comments on Planned Improvement		
Next Scheduled Assessment	Ongoing. Note: this outcome/assessment has been dropped.	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Master of Arts with a Major in History, General	
Learning Outcome	demonstrate a knowledge of the theory and ethics of public history [for Public History concentration]	
Semester Assessed	2013-1	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will demonstrate a knowledge of the theory and ethics of public history professionals and will apply this knowledge through class assignments and practical experiences in the public history seminar course.	
Student Sampling Process (if applicable)	Students enrolled in HIST 6687: Introduction to Public History were assessed.	
Data Collection Point	HIST 6687	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will demonstrate a thorough knowledge of the theory and ethics of public history professionals through superior quality class assignments in his or her project essay, a well-articulated narrative that shows strong command of the theory and ethi		
Percent of Students with Exemplary Performance	69	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will demonstrate a good knowledge of the theory and ethics of public history professionals through very good quality class assignments in his or her project essay, a well-articulated narrative that shows good command of the theory and ethics of		
Percent of Students with Proficient Performance	31	%
Description of Developing Performance (Does Not Meet) by a Student		
Students will demonstrate a passing knowledge of the theory and ethics of public history professionals through adequate completion of quality class assignments in his or her project essay, an adequately articulated narrative that shows adequate command		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students will demonstrate a poor knowledge of the theory and ethics of public history professionals through poor quality class assignments in his or her project essay, a poorly articulated narrative that shows a lack of understanding of the theory and eth		

Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	None planned.Results are Satisfactory	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Master of Arts with a Major in History, General	
Learning Outcome	demonstrate the ability to undertake advanced historical research	
Semester Assessed	2012-2	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Ability to undertake advanced historical research as exemplified by the ability to complete an MA thesis	
Student Sampling Process (if applicable)	All theses completed were assessed	
Data Collection Point	All theses completed in the program during the 2011-2012 AY	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Thesis topic is original, and the thesis itself is of publishable quality, and demonstrates exemplary command of research in the topic		
Percent of Students with Exemplary Performance	20	%
Description of Proficient Performance (Meets Expectations) by a Student		
Thesis topic is original, and the thesis itself is very good, and shows adequate mastery of research in the topic		
Percent of Students with Proficient Performance	80	%
Description of Developing Performance (Does Not Meet) by a Student		
Thesis topic may be original, but the thesis does not show complete understanding of research methods		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Thesis topic is not original, and the thesis is not well researched. Notably, such theses are never allowed to proceed to the defense stage.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	The History department has launched in Spring 2012 a Thesis Writers' Colloquium series, which gathers all thesis writers three times per semester to discuss problems of particular relevance to thesis writers, both pertaining to research methods and to theOther	
Next Scheduled Assessment	2013-2	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Master of Arts with a Major in History, General	
Learning Outcome	demonstrate an understanding of historiography and its permutations over time	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Demonstrate an understanding of historiography and its permutations over time.	
Student Sampling Process (if applicable)	All students enrolled in HIST 6684 (Historiography) were assessed. how assessed -The faculty member teaching Historiography will grade each paper on a scale of 1-10 based on the paper's scholarly achievement. 10 = superior 9 = exce	
Data Collection Point	Each year, the History Department assesses the final papers from HIST 6684 (Historiography) for this assessment. Since all MA students are required to take the class prior to graduation, this assessment catches all students in their first or second year	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Scores of 9.5 and above (out of 10)		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Scores of 8.0 and above (out of 10)		
Percent of Students with Proficient Performance	82	%
Description of Developing Performance (Does Not Meet) by a Student		
Scores of 7.0-7.9 (out of 10)		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
Scores below 7.0		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Two students did not meet expectations, but both cases involved individuals who had missed a lot of class meetings, and	

	were not poised for success. Both will retake the course in the coming year. All of the students who regularly attended and completed aResults are Satisfactory
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
College of Arts and Humanities	

Degree Program: BA in Theatre

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1. Students will describe basic knowledge of theatre history, theory, and criticism, including research sources and methodology	Assessments of Theatre 3214 Scenography Project, Theatre 2100 Play Analysis Project,
2. Students will apply skills learned in courses to a variety of work and social environments	Assessment of week journals in Theatre 4485 Career Paths in Theatre. Oral presentations in THEA 2050 Self-Staging
3. Students will function safely and effectively while using theatrical technology	Exam in THEA 2290 Stagecraft
4. Students will demonstrate knowledge of the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized	Lab assessments in THEA 1111, 1112, 2111, 2112, 3111; Assessment of written analysis and presented scene work in THEA 3394 Directing.
5. Students will describe basic knowledge of theatre history and criticism, including research sources and methodology.	Exam in THEA 3357 Theatre History I
6. Students will express through performance, writing, speaking and other modes of communication, the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one component of theatrical performance.	Assessment of oral presentations in THEA 1291 Voice and Movement I and THEA 3392 Acting II
7. Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production.	Assessed written assignment in THEA 4415 Playwriting II; jury assessment in THEA 4412 Acting III; assessed project in THEA 3415 Playwriting I- Devised Theatre.
8. Students will demonstrate knowledge of selected plays, theatrical conventions, and theatrical movements important in the formation of the modern theatre.	Assessment of exams in THEA 3357 Theatre History I and THEA 4457 Theatre History II
9. Students will express through performance, writing, speaking, and other modes of communication the results of	Assess of oral presentation in THEA 2291 Acting I

research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one component of theatrical performance	
10. Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research	Assessed written assignment in THEA 2100 Play analysis; oral presentation in THEA 3415 Playwriting I-Devised Theatre

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years.

Learning outcome # 1: Theatre 2100 Play Analysis Project. Improvement in Pedagogy. Based on student performance data, will include video, text, or internet resources in class notes that detail theoretically based frameworks so that students have models to draw upon.

Learning Outcome #2: Based on student performance data, journal entries now submitted on line, are now presented in class by random selection, with no exceptions allowed to due date.

Learning Outcome # 4: Based on percentage of students performing before the level of Proficient in Student Performance Data, an improvement in evaluation was planned by introducing student-agreement forms to reinforce student accountability and performances. Based on student performance data increase emphasis on in class work on the analysis portion of the two-part project in THEA 3394.

Learning Outcome #7: Based on percentages in student performance data, a more detail evaluation rubric was created for THEA 4412.

Learning Outcome#8: Based on student performance data, weekly chapter quizzes are now employed.

Learning Outcome#10: Based on a breakdown of rubric statistics, additional work in the area of writing will be employed in future offerings of THEA 2100.

Attached to this report are the learning outcome assessment reports from this program and location.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in Theatre	
Learning Outcome	Students will describe basic knowledge of theatre history, theory, and criticism including research sources and methodology.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	Theatre History Exam - Entire Class	
Data Collection Point	THEA 3557 Theatre History I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
100% correct		
Percent of Students with Exemplary Performance	8	%
Description of Proficient Performance (Meets Expectations) by a Student		
70-80% correct		
Percent of Students with Proficient Performance	9	%
Description of Developing Performance (Does Not Meet) by a Student		
60%		
Percent of Students with Developing Performance	3	%
Description of Unacceptable Performance by a Student		
50%		
Percent of Students with Unacceptable Performance	3	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2011-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in Theatre	
Learning Outcome	Students will express through performance, writing, speaking and other modes of communication, the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one component of theatrical	
Semester Assessed	2013-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	18	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Beginning and experiential introduction to voice and movement techniques for actors	
Student Sampling Process (if applicable)	Spring 1291 Section 01 Entire Class	
Data Collection Point	1291 V&M I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Daily Journal 50 out of 50 points at midterm		
Percent of Students with Exemplary Performance	48	%
Description of Proficient Performance (Meets Expectations) by a Student		
Daily Journal 45/40 and 35 points out of 50 points at mid term		
Percent of Students with Proficient Performance	35	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Daily Journal 0 points out of 50 at mid term		
Percent of Students with Unacceptable Performance	17	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in Theatre	
Learning Outcome	Students will describe basic knowledge of theatre history, theory, and criticism including research sources and methodology.	
Semester Assessed	Not Available	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Theatre History	
Student Sampling Process (if applicable)	N/A	
Data Collection Point	THEA 3357	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Scores 85% or above on Final Exam		
Percent of Students with Exemplary Performance	20	%
Description of Proficient Performance (Meets Expectations) by a Student		
Scores 70-85% on Final Exam		
Percent of Students with Proficient Performance	70	%
Description of Developing Performance (Does Not Meet) by a Student		
Scores 50-70% on Final Exam		
Percent of Students with Developing Performance	10	%
Description of Unacceptable Performance by a Student		
Scores less than 50% on Final Exam		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in Theatre	
Learning Outcome	Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	N/A	
Data Collection Point	THEA 4415	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Technically proficient writing, Understanding of psychological makeup of dominant trait characters, Creative application to character voice and active, dramatic stakes in monologue		
Percent of Students with Exemplary Performance	60	%
Description of Proficient Performance (Meets Expectations) by a Student		
Meets 2-3 of the above criteria, lacking in other areas		
Percent of Students with Proficient Performance	30	%
Description of Developing Performance (Does Not Meet) by a Student		
Meets 2 or fewer of the above criteria, deficient in several others		
Percent of Students with Developing Performance	10	%
Description of Unacceptable Performance by a Student		
Not done, cursory application of exercise, or hostile/intolerant thinking and application of material		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in Theatre	
Learning Outcome	Students will demonstrate knowledge of selected plays, theatrical conventions, and theatrical movements important in the formation of the modern theatre.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Theatre History I	
Student Sampling Process (if applicable)	3000 level majors/minors class-all are required to take this course	
Data Collection Point	THEA 3357 Theatre History I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Exemplary		
Percent of Students with Exemplary Performance	1	%
Description of Proficient Performance (Meets Expectations) by a Student		
Proficient		
Percent of Students with Proficient Performance	8	%
Description of Developing Performance (Does Not Meet) by a Student		
Developing		
Percent of Students with Developing Performance	8	%
Description of Unacceptable Performance by a Student		
Unacceptable		
Percent of Students with Unacceptable Performance	6	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement		
Comments on Planned Improvement	Implement weekly quizzes on each chapter	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in Theatre	
Learning Outcome	Students will express through performance, writing, speaking and other modes of communication, the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one component of theatrical	
Semester Assessed	2010-3	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	18	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>COURSE LEARNING OUTCOMES:</p> <ul style="list-style-type: none"> • Develop performance skills utilizing a series of exercises • Discover unique processes for actors to approach roles • Analyze and present a staged moment using exercises to an audience • Analyze and present a character fro 	
Student Sampling Process (if applicable)	One section of THEA 2291 is taught every fall. It is the entry level performance class for all majors	
Data Collection Point	THEA 2291 Acting I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will achieve a 10 on a 10-1 scale		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will achieve a 9-9.5 on a 10-1 scale		
Percent of Students with Proficient Performance	38	%
Description of Developing Performance (Does Not Meet) by a Student		
Students will achieve a 8-8.5 on a 10-1 scale		
Percent of Students with Developing Performance	55	%
Description of Unacceptable Performance by a Student		
Students will achieve a 7-7.5 on a 10-1 scale		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	

Next Scheduled Assessment	2011-3
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Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Bachelor of Arts with a Major in Theatre	
Learning Outcome	Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Jury	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	1) The student will build a polished repertoire of audition pieces. 2) The student will develop skills in auditioning, specifically in selling oneself and one's audition pieces. 3) The student will develop skills in marketing oneself as an actor.	
Student Sampling Process (if applicable)	This is the only section of this course.	
Data Collection Point	THEA 4412 Acting III	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Actor pursues an active objective, while changing tactics at least once throughout audition piece. The relationship between the character that the actor is portraying and the "other" in the room is clear. Actor's physicality matches the tension in the mon		
Percent of Students with Exemplary Performance	18	%
Description of Proficient Performance (Meets Expectations) by a Student		
At least one of the following is not adhered to: Actor pursues an active objective, while changing tactics at least once throughout audition piece. The relationship between the character that the actor is portraying and the "other" in the room is clear. A		
Percent of Students with Proficient Performance	45	%
Description of Developing Performance (Does Not Meet) by a Student		
At least two of the following are not adhered to: Actor pursues an active objective, while changing tactics at least once throughout audition piece. The relationship between the character that the actor is portraying and the "other" in the room is clear.		
Percent of Students with Developing Performance	36	%
Description of Unacceptable Performance by a Student		
Actors do not adhere to any of the following: Actor pursues an active objective, while changing tactics at least once throughout audition piece. The relationship between the character that the actor is		

portraying and the "other" in the room is clear. Acto		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	I will create a more detailed rubric for evaluation.Evaluation	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Degree Program: Certificate in Museum Studies

Degree program Location: Atlanta History Center

Measurable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1. Students will demonstrate proficiency in the field of museum studies in three out of four content areas: museum education, museum collections management; museum exhibits; and museum interpretation.	Portfolio assessment in museum studies seminars: HIST 6303 and HIST 6304
2. Students will also demonstrate an understanding of material culture as evidenced through their ability to analyze and interpret historic artifacts.	Project: Students will read and review at least five sources on material culture scholarship, participate in class discussion about material culture scholarship, and apply this knowledge to a well-written original research essay that utilizes material culture

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years.

Learning Outcome #1: Based on student performance data, more emphasis will be placed on revising student work in the two seminars.

Attached to this report are the learning outcome assessment reports from this program and location.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Post-Baccalaureate Certificate in Museum Studies	
Learning Outcome	Students who complete the Museum Studies Certificate program will demonstrate proficiency in the field of museum studies in three out of four content areas: museum education; museum collections management; museum exhibits; and museum education and interpr	
Semester Assessed	2012-2	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Atlanta History Center	
Operational Definition or Learning Objective	Students will demonstrate a knowledge of the theory and practice of museum professional practices and will apply this knowledge through class assignments and practical experiences in the museum studies seminar courses.	
Student Sampling Process (if applicable)	All students in the class were assessed	
Data Collection Point	HIST 6303	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will demonstrate a thorough knowledge of the theory and practice of the museum field through superior quality class assignments in his or her portfolio, a well-articulated narrative that shows a strong command of the readings and discussions, and		
Percent of Students with Exemplary Performance	38	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will demonstrate a good knowledge of the theory and practices of the museum field through very good quality class assignments in his/her portfolio, a well written narrative that shows a good understanding of the theory of the field, and through w		
Percent of Students with Proficient Performance	50	%
Description of Developing Performance (Does Not Meet) by a Student		
Students will demonstrate a passing knowledge of the theory and practices of the museum field through adequate class assignments in his/her portfolio, a narrative the shows minimal knowledge of the theory of the field, and through occasional participation		
Percent of Students with Developing Performance	12	%
Description of Unacceptable Performance by a Student		
Students will demonstration a poor knowledge of the theory and practices of the museum field through inadequate class assignments in his/her portfolio, a narrative that does reveal knowledge of the theory of the field, and through lack of participation or		

Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	One change that we propose is to explain better to the student how to revise their work to demonstrate improved learning. This idea was adopted for the summer 2013 class. Assessment will be discussed at the fall 2013 graduate committee meeting. Results are Satisfactory	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Arts and Humanities	
Academic Program	Post-Baccalaureate Certificate in Museum Studies	
Learning Outcome	Students will also demonstrate an understanding of material culture as evidenced through their ability to analyze and interpret historic artifacts.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will read and review at least five sources on material culture scholarship, participate in class discussion about material culture scholarship, and apply this knowledge to a well-written original research essay that utilizes material culture and	
Student Sampling Process (if applicable)	All students researched and wrote a class paper/project that demonstrated their knowledge of material culture. In addition, they were assessed on their interpretive essays and class discussion of the readings.	
Data Collection Point	HIST 6202	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will write superior reviews of material culture scholarship, actively participate in class discussion each week, and research and prepare a well-written, superior-quality original research paper that incorporates material culture sources and plac		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will write very good reviews of material culture scholarship, participate in class discussion each week, and research and prepare a very good-quality original research paper that incorporates material culture sources and places these sources with		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Students will write a review of material culture scholarship that shows some understanding of the field, occasionally participate in class discussion, and research and write an essay that demonstrates some originality in interpretation, that shows minimal		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students will prepare at write at least two adequate reviews, will not participate in class discussion, and will produce an essay that is not original, that does not show an understanding of the scholarship of the field, and that does not adequately made		

Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	There are no proposed improvements at this time. Results are Satisfactory	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Arts and Humanities		

College of Education

The College of Education offers the following programs:

Bachelor of Science in Education (B.S.Ed.)

Early Childhood Education
Physical Education
Special Education – General Curriculum
Speech-Language Pathology
Bachelor of Science (B.S.)
Sport Management

Master of Education (M.Ed.)

Early Childhood Education
Media (Instructional Technology and Media Specialist)
Professional Counseling (College Student Affairs, Community Counseling, School Counseling)
Reading Education
Secondary Education (Biology, Broad Field Science, Earth Science, English, History, Mathematics)
Special Education - General Curriculum
Speech-Language Pathology

Master of Arts in Teaching (M.A.T.)

Secondary Education (Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics and Political Science)
P-12 Education (Special Education)

Specialist in Education (Ed.S.)

Early Childhood Education
Educational Leadership
Media (Instructional Technology and Media Specialist)
Professional Counseling and Supervision
Special Education

Doctor of Education (Ed.D.)

Professional Counseling and Supervision
School Improvement

In addition to the Carrollton Campus, the following programs are offered at off-campus sites or online:

Rome

Early Childhood Education (B.S.Ed.; M.Ed.)

Newnan

Early Childhood Education (B.S.Ed.; M.Ed.)

Special Education (M.Ed.)

On-line*

Master of Education

Media (Instructional Technology and Media Specialist)

Education Specialist

Media (Instructional Technology and Media Specialist)

Special Education

Doctor of Education

School Improvement

*These degree programs are *only* offered on-line.

College of Education Assessment Model:

The College of Education (COE) Unit Assessment System (UAS) includes a [4-step assessment model](#) through which candidate progress, program quality, faculty productivity, and unit operations are assessed. In stage one, performance goals are established. In stage two, information related to those goals is gathered. In stage three, information collected is analyzed and reviewed by candidates, faculty, administrators, and professional partners. In stage four, action plans for improvement are developed and changes implemented.

Process:

Stage one: Each program has developed a [written assessment plan](#) that includes performance goals (i.e. learning outcomes) consistent with candidate proficiencies outlined in state and national standards and the COE conceptual framework. The plan identifies how and when candidate progress is assessed relative to each learning outcome.

Stage two: Assessment data are collected through Tk20, a data management system, on the schedule specified by the program.

Stage three: Assessment data relative to the learning outcomes are analyzed, summarized and compiled by the program specialist for assessment into a report that is made available to program faculty in July.

Stage four: Data review days are scheduled each August at which time program faculty engage in review of the [annual program report](#) and develop action plans based on the data available to them. Specifically, goals for program improvement and strategies for change are identified, along with how improvements will be assessed. Any revisions in the program assessment plan are reflected in the written assessment plan mentioned above.

The “COE Closing the Loop Retreat” begins with a review of progress toward the program goals set during the previous year. Beginning in fall 2011, program faculty members were asked to review annual reports and use these data to articulate goals for program improvement in the coming year. Further, programs identify the strategies used to achieve these goals and the outcome measure used to determine success. The agenda for the most recent college-wide “Closing the Loop” meeting is in COE Appendix A.

For this assessment summary, the following academic programs are included as a representative sample of the academic program offerings within the College of Education:

Degree	Major	Delivery/Location	Selection Criteria
B.S.Ed.	Early Childhood Education	Carrollton Newnan Rome	This is the only program in the COE delivered in Carrollton and at two off-site locations. The assessment report demonstrates that data are disaggregated by location. It is also our largest undergraduate program.
M.Ed.	Media (Instructional Technology and Media Specialist)	On-Line	This master's degree program is the only program in the COE delivered fully online.
M.Ed.	School Counseling	Carrollton	This program is an example of the master's degree programs delivered face- to-face in Carrollton.
Ed.S.	Educational Leadership	Carrollton	The degree program is representative of the post-master's degrees offered in a face-to-face format.
Ed.D	School Improvement	On-Line	This degree program is an example of post-masters, online programs offered in the COE.

For each program in this sample, the College of Education provides the following detailed analysis of program learning outcomes, measurements of these learning outcomes, and improvements based on analysis of the results. This is a summary of each program and/or program location identified in the sample above. The Learning Outcome Assessment Reports follow in COE Appendix B.

Degree Program: B.S.Ed. Early Childhood Education
Degree program Location: Carrollton, Newnan, Rome
Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
Outcome 1: ACEI 1 Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents.	MP Comprehensive Intern Keys Seminar Portfolio
Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.	MP Comprehensive Integrated Project Intern Keys Seminar Portfolio

Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	Integrated Project Case Study Intern Keys Seminar Portfolio
Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction	Case Study Reading Clinic Assignment Intern Keys Seminar Portfolio
Outcome 5: ACEI 5 Candidates understand and apply practices and behaviors that are characteristic of developing career teachers, including reflection and evaluation, and collaboration with families, colleagues, and the community.	Reading Clinic Assignment Intern Keys Disposition Rubric Seminar Portfolio

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

Change Implemented	Newnan	Rome	Carrollton
To increase writing proficiency (outcomes 2 and 5), faculty will use an assessment to identify students' with writing deficiencies and refer them to the University Writing Center.	Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). More wide-spread use of the COE Standard Writing Rubric	Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). More wide-spread use of the COE Standard Writing Rubric	Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). More wide-spread use of the COE Standard Writing Rubric Increased use of the UWG Writing Center; Agreed to promote and refer candidates.
To achieve overall improvement on Georgia Assessment of Content Exam (OUTCOME 2)(GACE),	Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge	Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge	Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge

faculty will increase emphasis on content in all ECED courses.	from course work.	from course work.	from course work.
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Degree Program: M.Ed. Media

Degree program Location: Online

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?*
Outcome 1 Candidates demonstrate content, pedagogical, and professional knowledge and skills	Roles/Exit Presentation
Outcome 2 Candidates develop, implement, and evaluate learning opportunities for all students	AASL Competencies 6463 AASL Competencies 7478 Roles/Exit Presentation Impact on Learning
Outcome 3 Candidates demonstrate professional dispositions and ethics	Dispositions 6463; Dispositions 7478; Roles/Exit Presentation
Outcome 4 Candidates demonstrate ability to serve needs of diverse populations including special needs	Impact on Learning Professional Practice: Volunteer Experience Reflection Roles/Exit Presentation

*Assessments for this degree program are based on review of artifacts, assignments, and reflections as part of a professional practice portfolio completed at specified intervals by all students.

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

1. Revised assessments to more clearly align with *AASL Competencies* beginning fall 2012
2. Added structured "Impact on Learning" assignment and an assessment of p-12 student learning beginning fall 2012
3. Clarified expectations regarding dispositions and ethical behavior and added an assessment of these dispositions at multiple points in the program beginning fall 2011
4. Added a diversity assignment and assessment to the volunteer field experience sequence beginning fall 2011

Degree Program: M.Ed. Professional Counseling

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
Outcome 1: Candidates will demonstrate knowledge, skills & dispositions consistent with professional orientation & ethical practice.	Psycho-Ed Group Proposal Rubric Case Presentation Rubric Advocacy Plan Rubric CPCE Results
Outcome 2: Candidates will demonstrate knowledge, skills & dispositions consistent with social & cultural diversity.	Career Autobiography Rubric Group Diversity Project Rubric Advocacy Plan Rubric CPCE Results
Outcome 3: Candidate will demonstrate knowledge, skills & dispositions consistent with human growth & development.	Comprehensive School Counseling Program Rubric Career Autobiography Rubric Group Diversity Project Rubric CPCE Results
Outcome 4: Candidate will demonstrate knowledge, skills & dispositions consistent with career development.	Comprehensive School Counseling Program Career Autobiography Rubric Group Diversity Project Rubric CPCE Results
Outcome 5: Candidates will demonstrate knowledge, skills & dispositions consistent with helping relationships.	Case Approaches Rubric Psycho-Ed Group Proposal Rubric CPCE Results
Outcome 6: Candidate will demonstrate knowledge, skills & dispositions consistent with group work.	Psycho-Ed Group Proposal Rubric CPCE Results
Outcome 7: Candidates demonstrate knowledge, skills & dispositions consistent with assessment.	Case Approaches Rubric Case Presentation Rubric Career Autobiography Rubric CPCE Results
Outcome 8: Candidates will demonstrate knowledge, skills & dispositions consistent with research & program evaluation.	Advocacy Plan Rubric Research Report Rubric Research & Program Eval Culminating Activity Rubric CPCE Results

Based on assessments of these learning outcomes the improvements that have been implemented in this academic program over the last 3-5 years include the following:

1. A content analysis of rubrics for key assessments was conducted and results were used for improving rubrics during 2013-14 to more closely align with national standards (CACREP)
2. Develop a course in Crisis/Trauma Counseling to add to the curriculum in 2014 (Outcome 5)
3. Revise CEP 7152 to increase students' understanding of research methods, statistical analysis, needs assessment, and program evaluation (Outcome 8)

4. Develop a new course in Professional Ethics required of all master's degree seeking students, allowing for a revision of specialty area professional orientation courses. Implementation in 2014
5. Redesign school counseling curriculum to address deficits noted in GACE assessment (Outcome 1)

Degree Program: Ed.S. Educational Leadership

Degree program Location: Carrollton

Measurable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
Outcome 1: Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community	Portfolio Entry and Competency Assessment School Data Profile Rubric ULead Formative Competency Assessment (LC) ULead Summative Competency Assessment (LC)
Outcome 2: Promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	Portfolio Entry and Competency Assessment Portfolio Entry Rubrics (IL & CCC) ULead Formative Competency Assessment (IL) ULead Summative Competency Assessment (IL)
Outcome 3: Promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	Portfolio Entry and Competency Assessment Portfolio Entry Rubric (HR) School Safety Audit Rubric Resource Audit Rubric ULead Formative Competency Assessment (OMG) ULead Summative Competency Assessment (OMG)
Outcome 4: Promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	Portfolio Entry and Competency Assessment Portfolio Entry Rubrics (ESJ & CCC) ULead Formative Competency Assessment (CCC) ULead Summative Competency Assessment (CCC)
Outcome 5: Students will demonstrate a maturity in the social, ethical, and human dispositions that are critical to educational leadership.	Portfolio Entry and Competency Assessment Ethics Case Study ULead Formative Competency Assessment (HR) ULead Summative Competency Assessment (HR)
Outcome 6: Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Portfolio Entry and Competency Assessment Policy White Paper ULead Formative Competency Assessment (ESJ) ULead Summative Competency Assessment (ESJ)
Outcome 7: Synthesize and apply the knowledge and practice and develop the skills identified in ELCC Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	Portfolio Entry and Competency Assessment Priority Project & Proficiency Plan Rubrics Status Report Rubric Priority Project Performance Review Rubric

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

1. Implement process for modifying individual student learning plans if results of assessment warrant (Outcome 2)
2. Definitions of “dispositions” used in the self-assessment rubric were clarified (Outcome 5)
3. Candidates beginning with the 2014 cohort will complete a status report as a mid-point assessment of progress prior to the final semester of residency (Outcome 1)
4. Formative assessment data are used to develop and/or modify individual learning plans for students in this degree program (All outcomes)

Degree Program: Ed.D. School Improvement

Degree program Location: Online

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
Outcome 1: School Improvement and Reform: Students will move schools and stakeholders in directions that enhance student learning and social development and ultimately benefit society.	Research Prospectus; Applied Research Presentation; Diversity Assessment (EDSI 9923); Portfolio Entry: Leadership Strand (EDSI 9933)
Outcome 2: Leadership: Students will Influence others toward a shared commitment to common purpose.	Research Prospectus; Applied Research Presentation; Diversity Assessment (EDSI 9923); Portfolio Entry: Leadership Strand (EDSI 9933)
Outcome 3: Teaching and Learning: Students will understand and use the knowledge base on effective teaching and learning to initiate teacher development and school improvement.	Research Prospectus; Portfolio Entry: Teaching and Learning Strand (EDSI 9943); Diversity Assessment (EDSI 9923)
Outcome 4: Research and Effective Use of Data: Students will understand, conduct, and apply impactful research in school improvement and reform.	Research Prospectus; Applied Research Presentation
Outcome 5: Scholarly Persuasion: Students will engage in rational discussion informed by and grounded in the knowledge base and research in education and school improvement.	Research Prospectus; Applied Research Presentation
Outcome 6: Technology: Students will develop sound technological literacy that impacts professional competence and school improvement.	Research Prospectus; Portfolio Entry: Teaching and Learning Strand (EDSI 9943); Portfolio Entry: Leadership Strand (EDSI 9933)

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

1. The assessment system was completely revised in 2011 to reflect assessment of outcomes associated with a major program revision (All outcomes)
2. Course objectives for the Dissertation Mentoring sequence (EDSI 9901, 9902, 9903) have been revised to target the development of the prospectus (Outcome 4), specifically targeting the development of research questions
3. The assessment plan template has been revised to eliminate those assessment strategies that do not inform program faculty about student learning (All outcomes)
4. The assessment rubric for scoring the Dissertation Prospectus has been revised to reflect higher expectations and greater coverage in the areas of literature review and methodology
5. EDSI 9903 course learning project was revised to create more direct instruction in writing problems (Outcome 2)

6. EDSI 9902 course objectives and class projects have been revised to provide instruction and practice to construct a literature review based on upon effective teaching and learning (Outcome 3)
7. The research sequence of courses, EDSI 9960, 9961, 9962, 9963, and 9964 has been reordered and all learning objectives revisited (Outcome 4)

Attached to this report are the learning outcome assessment reports from this program and location as well as the most recent completed comprehensive program review. College of Education programs all receive an annual report that includes the assessment results for each student learning outcome as well as program productivity data. The most recent annual reports are also available for review at http://www.westga.edu/coe/index_814.php.

**College of Education
Appendices**

COE Appendix A
Closing the Loop Agenda
Closing the Loop

August 12, 2013

Using Assessment Results for Program Change and Improvement

Participants (Facilitators)

Early Childhood Education & Literacy (Mary Alice Varga)
Special Education (Mary Beth Sloane)
Media (Becky Stanard)
Counseling and College Student Affairs (Barbara Kawulich)
Speech-Language Pathology (Diana Mindrilla)
Secondary Education (M.Ed.), M.A.T., & Middle Grades (Abbot Packard)
Educational Leadership & School Improvement (Yan Yang)
Physical Education & Sport Management (Li Cao)
Student Support Services (Kathy Jones)

Objectives

1. Program faculty will identify changes implemented in AY13 and record the change made and the resulting outcomes (20 minutes);
2. Program area faculty will use the annual program report and additional “locally” maintained data collected during AY13 to identify strengths and weaknesses in candidates’ performance and program vitality (50 minutes);
3. Strengths and weaknesses in candidate performance will be linked to corresponding learning opportunities (re: curriculum maps), policies (i.e. admissions), and/or procedures that are expected to result in intended outcomes (50 minutes);
4. Recommendations will be developed for those areas where candidates’ performance do not meet faculty expectations (1:15-2:30); and,
5. A Program Improvement Plan will be developed and entered into the designated database identifying actions that will be taken to implement the recommendations (2:30-3:00).

Agenda

9-9:10	Orientation to the meeting structure, resources, and tasks
9:10-9:30	Use of Results: AY12 examples (Mark Parrish, CEP), Kathy Jones (Student Services)
9:30-11:30	Discuss data and identify areas to target for improvement
11:30-11:50	Sharing Results with Candidates (Mary Hooper, EDLE)
11:50-1	Lunch on your own
1:00-1:10	Portfolio Assessment (Dawn Putney)
1:10-1:40	Review of Data Improvement Portfolio AY14, Observations, Course Binders, FE Binders; Tk20 Reminders and Resources (Stephanie)

1:40-3:00 Develop Program Improvement Plan by establishing goals with clear, measurable outcomes for improvement; identify strategies; input improvement plan into Tk20.

3:00 Adjourn Meeting

Prizes Awarded

- Highest percentage of assessments completed by faculty
- Highest percentage of assessments submitted by candidates

Considerations for Program Improvement Plan

Recommendation:

Type of Change	Curriculum Revision <ul style="list-style-type: none"> • Delete course • Add course • Revise course • Revise sequence • Modify instructional strategies Learning Outcome Revision Program Policy or Procedure Revision <ul style="list-style-type: none"> • Admissions • Advising • Field or clinical experiences • Progress monitoring (assessment) Professional Development Opportunity Student Development Opportunity Other
Action step(s)	Up to four
Implementation	12/13 4/14 8/14
Completion	8/14 8/15
Leader of the Initiative	
Stakeholders to be Involved	Cooperating Teachers Professional Partners on Campus Candidates COE Administrator Other
Resources Needed	Budget Personnel Space Technology

COE Appendix B
Learning Outcome Assessment Reports

Learning Outcome Assessment Reports
Bachelor of Education with a Major in Early Childhood Education
Carrollton Campus

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.	
Semester Assessed	2012-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	11.32	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	88.68	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Writing Skills, Content Knowledge, and Collaboration	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). 2. More wide-spread use of the COE Standard Writing Rubric 3. Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge from course work. 4. Modified Block Meetings; Increased quality and frequency to promote collaboration across campuses. 5. Increased use of the UWG Writing Center; Agreed to promote and refer candidates. 	
Next Scheduled Assessment	2012-08	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	
Semester Assessed	2012-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	1.67	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	96.33	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	2.0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Diversity, Collaboration & Knowledge for Instruction	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Addition of Brown Bag Lunches; Created & implemented based on faculty's perception of candidates' professional and academic needs to foster collaboration, active engagement in learning, and adaptations for diverse students. 2. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. 3. Online Course Developments; CEPD 4101 & SPED 3715 to foster collaboration and diverse learning environments from all campuses. 	
Next Scheduled Assessment	2013-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.	
Semester Assessed	2013-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Writing Skills, Content Knowledge, and Collaboration	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). 2. More wide-spread use of the COE Standard Writing Rubric 3. Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge from course work. 4. Modified Block Meetings; Increased quality and frequency to promote collaboration. 5. Increased use of the UWG Writing Center; Agreed to promote and refer candidates. 	
Next Scheduled Assessment	2013-08	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	
Semester Assessed	2013-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Diversity, Collaboration & Knowledge for Instruction	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Addition of Brown Bag Lunches; Created & implemented based on faculty's perception of candidates' professional and academic needs to foster collaboration, active engagement in learning, and adaptations for diverse students. 2. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. 3. Online Course Developments; CEPD 4101 & SPED 3715 to foster collaboration and diverse learning environments from all campuses. 	
Next Scheduled Assessment	2013-08	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.	
Semester Assessed	2013-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	100	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Writing Skills, Content Knowledge, and Collaboration	
Comments on Planned Improvement	<ol style="list-style-type: none"> Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). More wide-spread use of the COE Standard Writing Rubric Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge from course work. Modified Block Meetings; Increased quality and frequency improving collaboration. Increased use of the UWG Writing Center; Agreed to promote and refer candidates. 	
Next Scheduled Assessment	2014-01	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	
Semester Assessed	2013-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	100	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Diversity, Collaboration & Knowledge for Instruction	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Addition of Brown Bag Lunches; Created & implemented based on faculty's perception of candidates' professional and academic needs to foster collaboration, active engagement in learning, and adaptations for diverse students. 2. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. 3. Online Course Developments; CEPD 4101 & SPED 3715 to foster collaboration and diverse learning environments from all campuses. 	
Next Scheduled Assessment	2014-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	
Semester Assessed	2012-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 4251	
Data Collection Point	ECED 4251	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	68.94	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	25.0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	3.79	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	2.27	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Diversity, Collaboration & Knowledge for Instruction	
Comments on Planned Improvement	<ol style="list-style-type: none"> Addition of Brown Bag Lunches; Created & implemented based on faculty's perception of candidates' professional and academic needs to foster collaboration, active engagement in learning, and adaptations for diverse students. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. Online Course Developments; CEPD 4101 & SPED 3715 to foster collaboration and diverse learning environments from all campuses. 	
Next Scheduled Assessment	2012-08	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction	
Semester Assessed	2012-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 4251	
Data Collection Point	ECED 4251	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	68.94	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	25.0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	3.79	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	2.27	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Assessment Strategies	
Comments on Planned Improvement	<ol style="list-style-type: none"> Participation on the Math Clinic; Block III candidates participate in assessing and providing remedial instruction to K-5 students in an effort to strengthen the use of formal and informal assessment strategies. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. Modification to the ECED 4286/4289 Impact on Student Learning Project; Select ECED 4286/4289 student engage in an Action Research with their cooperating teacher in order to better prepare candidates to use assessment strategies to plan, evaluate and strengthen instruction. 	
Next Scheduled Assessment	2012-08	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction	
Semester Assessed	2012-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 4251	
Data Collection Point	ECED 4251	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	79.43	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	15.79	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	4.31	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	.48	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Assessment Strategies	
Comments on Planned Improvement	<ol style="list-style-type: none"> Participation on the Math Clinic; Block III candidates participate in assessing and providing remedial instruction to K-5 students in an effort to strengthen the use of formal and informal assessment strategies. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. Modification to the ECED 4286/4289 Impact on Student Learning Project; Select ECED 4286/4289 student engage in an Action Research with their cooperating teacher in order to better prepare candidates to use assessment strategies to plan, evaluate and strengthen instruction. 	
Next Scheduled Assessment	2013-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction	
Semester Assessed	2013-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in READ 4251	
Data Collection Point	READ 4251	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	75	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	25	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Assessment Strategies	
Comments on Planned Improvement	1. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction.	
Next Scheduled Assessment	2013-08	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 5: ACEI 5 Candidates understand and apply practices and behaviors that are characteristic of developing career teachers, including reflection and evaluation, and collaboration with families, colleagues, and the community.	
Semester Assessed	2013-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in READ 4251	
Data Collection Point	READ 4251	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	75	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	25	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Professional Development & Community Collaboration	
Comments on Planned Improvement	<ol style="list-style-type: none"> More focused use of the Departmental Professional Growth Plan (PGP); The Learning and Teaching Departmental PGP is used more effectively and implemented more frequently. Addition of Brown Bag Lunches; Created & implemented based on faculty's perception of candidates' professional and academic needs to foster collaboration, active engagement in learning, and professional development with faculty. Participation on the Math Clinic; Block III candidates participate in assessing and providing remedial instruction to K-5 students in an effort to strengthen community efforts and professional development outside a traditional classroom setting. Adoption of Intern Keys; Adopted & implemented 	

	<p>to better evaluate and prepare candidates for the profession through reflective teaching practices.</p> <p>5. Modification to the ECED 4286/4289 Impact on Student Learning Project; Select ECED 4286/4289 student engage in an Action Research with their cooperating teacher increase communal outreach, impact, and application of teaching practices.</p>
Next Scheduled Assessment	2013-08
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
College of Education	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction	
Semester Assessed	2013-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in READ 4251	
Data Collection Point	READ 4251	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Assessment Strategies	
Comments on Planned Improvement	1. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction	
Next Scheduled Assessment	2014-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
Information about the Academic Program and Learning Outcome being assessed		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 5: ACEI 5 Candidates understand and apply practices and behaviors that are characteristic of developing career teachers, including reflection and evaluation, and collaboration with families, colleagues, and the community.	
Semester Assessed	2013-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in READ 4251	
Data Collection Point	READ 4251	
Student Performance Data		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
Improvements or Changes Based on this Assessment		
Type of Planned Improvement	Professional Development & Community Collaboration	
Comments on Planned Improvement	<ol style="list-style-type: none"> More focused use of the Departmental Professional Growth Plan (PGP); The Learning and Teaching Departmental PGP is used more effectively and implemented more frequently. Addition of Brown Bag Lunches; Created & implemented based on faculty's perception of candidates' professional and academic needs to foster collaboration, active engagement in learning, and professional development with faculty. Participation on the Math Clinic; Block III candidates participate in assessing and providing remedial instruction to K-5 students in an effort to strengthen community efforts and professional development outside a traditional classroom setting. Adoption of Intern Keys; Adopted & implemented 	

	<p>to better evaluate and prepare candidates for the profession through reflective teaching practices.</p> <p>5. Modification to the ECED 4286/4289 Impact on Student Learning Project; Select ECED 4286/4289 student engage in an Action Research with their cooperating teacher increase communal outreach, impact, and application of teaching practices.</p>
Next Scheduled Assessment	2014-01
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
College of Education	

Learning Outcome Assessment Reports
Bachelor of Education with a Major in Early Childhood Education
Newnan Campus

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.	
Semester Assessed	2013-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Newnan Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	58.33	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	41.67	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Writing Skills, Content Knowledge, and Collaboration	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). 2. More wide-spread use of the COE Standard Writing Rubric 3. Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge from course work. 4. Modified Block Meetings; Increased quality and frequency in addition to collaborative efforts with other campuses (Carrollton & Rome). 	
Next Scheduled Assessment	2013-08	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	
Semester Assessed	2013-01	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Newnan Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	58.33	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	41.67	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Diversity, Collaboration & Knowledge for Instruction	
Comments on Planned Improvement	<ol style="list-style-type: none"> Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. Online Course Developments; CEPD 4101 & SPED 3715 to foster collaboration and diverse learning environments from all campuses. 	
Next Scheduled Assessment	2013-08	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Reports
Bachelor of Education with a Major in Early Childhood Education
Rome Campus

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 2 (ACEI 2): Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.	
Semester Assessed	2012-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Rome Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	57.5	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	42.5	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Writing Skills, Content Knowledge, and Collaboration	
Comments on Planned Improvement	<ol style="list-style-type: none"> Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). More wide-spread use of the COE Standard Writing Rubric Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge from course work. Modified Block Meetings; Increased quality and frequency in addition to collaborative efforts with other campuses (Carrollton & Newnan). 	
Next Scheduled Assessment	2013-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	
Semester Assessed	2012-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Rome Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	57.5	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	42.5	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Diversity, Collaboration & Knowledge for Instruction	
Comments on Planned Improvement	<ol style="list-style-type: none"> Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. Online Course Developments; CEPD 4101 & SPED 3715 to foster collaboration and diverse learning environments from all campuses. 	
Next Scheduled Assessment	2013-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 2: ACEI 2 Candidates know, understand, and use fundamental concepts in the subject matter of English language arts, science, mathematics, social studies, the arts, health and physical education.	
Semester Assessed	2013-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Rome Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	18.33	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	81.67	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Writing Skills, Content Knowledge, and Collaboration	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Adjustment in Syllabi Language; Emphasis on use of Standard English in all assignments that have a writing component (In support of QEP for the university initiative). 2. More wide-spread use of the COE Standard Writing Rubric 3. Revised GACE Practice Test; Improved alignment with GACE content needs & content knowledge from course work. 4. Modified Block Meetings; Increased quality and frequency in addition to collaborative efforts with other campuses (Carrollton & Newnan). 	
Next Scheduled Assessment	2014-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	
Semester Assessed	2013-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Rome Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 3214	
Data Collection Point	ECED 3214	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	18.33	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	81.67	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Diversity, Collaboration & Knowledge for Instruction	
Comments on Planned Improvement	<ol style="list-style-type: none"> Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. Online Course Developments; CEPD 4101 & SPED 3715 to foster collaboration and diverse learning environments from all campuses. 	
Next Scheduled Assessment	2014-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 3: ACEI 3 Candidates integrate and apply knowledge for instruction, adapt to diverse students, development critical thinking, problem solving, performance skills, foster active engagement in learning, and communicate to foster collaboration.	
Semester Assessed	2012-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Rome Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 4251	
Data Collection Point	ECED 4251	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	95.24	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	4.76	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Diversity, Collaboration & Knowledge for Instruction	
Comments on Planned Improvement	<ol style="list-style-type: none"> Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. Online Course Developments; CEPD 4101 & SPED 3715 to foster collaboration and diverse learning environments from all campuses. 	
Next Scheduled Assessment	2013-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Bachelor of Education with a Major in Early Childhood Education	
Learning Outcome	Outcome 4: ACEI 4 Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction	
Semester Assessed	2012-08	
Assessment Type or Artifact	Course Assignment	
Cohort (if Applicable)	0	
Location	Rome Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All Students in ECED 4251	
Data Collection Point	ECED 4251	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	95.24	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	4.76	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Assessment Strategies	
Comments on Planned Improvement	<ol style="list-style-type: none"> Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction. Modification to the ECED 4286/4289 Impact on Student Learning Project; Select ECED 4286/4289 student engage in an Action Research with their cooperating teacher in order to better prepare candidates to use assessment strategies to plan, evaluate and strengthen instruction. 	
Next Scheduled Assessment	2013-01	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Reports
Master of Education with a Major in Media-Concentration in Media Specialist
On-line

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Master of Education with a Major in Media (School Library Media)	
Learning Outcome	Candidates demonstrate professional dispositions and ethics.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Candidates demonstrate the potential for establishing connections to other libraries, and the larger library community for resource sharing, networking, and developing common policies and procedures; model, share and promote ethical and legal principles o	
Student Sampling Process (if applicable)	All candidates complete this assessment during their last semester in the program.	
Data Collection Point	Candidates submit portfolios electronically using their UWG webspace and Tk20	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Candidates: * Collaborate with educators and other stakeholders in professional development activities involving curriculum development and school improvement processes in support of student achievement. * Model and promote efficient and ethical informa		
Percent of Students with Exemplary Performance	51	%
Description of Proficient Performance (Meets Expectations) by a Student		
Candidates: * Gain an awareness of and participate in professional learning activities related to library and information use to ensure all members of the learning community become effective users of ideas and information. * Collaborate with other educat		
Percent of Students with Proficient Performance	42	%
Description of Developing Performance (Does Not Meet) by a Student		
Candidates: * Collaborate with other professionals in support of curriculum and/or professional development. * Positively and productively direct or advocate for a school library program within their school and community. * Acknowledge and understand th		
Percent of Students with Developing Performance	7	%
Description of Unacceptable Performance by a Student		
Candidates are NOT able to: * Collaborate with other professionals.		

- * Positively and productively direct or advocate for a school library program.
- * Acknowledge and understand the ethical principles and standards of their profession.

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Results are Satisfactory
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Comments on Planned Improvement	the majority of the candidates met or exceeded assessment criteria, but program and curriculum will be reviewed annually to identify needed changes. - In reviewing all of the assessment data (not just the exit data) for Summer 2012, Fall 2012, and Spring Results are Satisfactory
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Next Scheduled Assessment	2014-1
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Administrative or Faculty Review of this Assessment(if applicable)

College of Education

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Master of Education with a Major in Media (School Library Media)	
Learning Outcome	Candidates develop, implement, and evaluate learning opportunities for all students.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Candidates support the learning of all students and other members of the learning environment or learning community, including those with diverse learning styles, abilities, and needs; work with classroom teachers to coplan, coteach, and coassess informat	
Student Sampling Process (if applicable)	All candidates complete this assessment during their last semester in the program.	
Data Collection Point	Candidates submit portfolios electronically using their UWG webspace and Tk20.	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Candidates: * Model and promote knowledge of learners and learning by designing and delivering inquiry-based information literacy instruction that enhances the information, media, visual and technical literacies of P-12 students. * Use authentic and eng		
Percent of Students with Exemplary Performance	42	%
Description of Proficient Performance (Meets Expectations) by a Student		
Candidates: * Integrate emerging technologies into instruction that reinforces the skills, dispositions, responsibilities, and self assessments in AASL Standards for the 21st Century Learner and state standards that support student achievement. * Promot		
Percent of Students with Proficient Performance	58	%
Description of Developing Performance (Does Not Meet) by a Student		
Candidates: * Promote or support reading through the use of literature. * Direct reading instruction or collection development that meets the needs of all readers.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Candidates are NOT able to: * Promote or support reading. * Direct reading instruction or collection development.		
Percent of Students with Unacceptable Performance	0	%

<i>Improvements or Changes Based on this Assessment</i>	
Type of Planned Improvement	Other
Comments on Planned Improvement	All candidates met or exceeded assessment criteria, but program and curriculum will be reviewed annually to identify needed changes. - In reviewing all of the assessment data (not just the exit data) for Summer 2012, Fall 2012, and Spring 2013 for the M.EOther
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
College of Education	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Master of Education with a Major in Media (School Library Media)	
Learning Outcome	Candidates demonstrate content, pedagogical, and professional knowledge and skills.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Candidates model strategies to locate, evaluate and use information for specific purposes; Candidates identify major trends in reading material for children and youth; Candidates identify barriers to equitable access to resources and services; Candidates	
Student Sampling Process (if applicable)	All candidates complete this assessment during their last semester in the program.	
Data Collection Point	Candidates submit portfolios electronically using their UWG webspace and Tk20	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Candidates: * Use a variety of research strategies to create new knowledge and improve practice in school libraries. * Use research and other evidence-based data and information to contribute to and lead school improvement and professional development in		
Percent of Students with Exemplary Performance	40	%
Description of Proficient Performance (Meets Expectations) by a Student		
Candidates: * Demonstrate knowledge of learners and learning by collaborating with other educators to design instruction that supports the learning styles, need, interests and abilities of all students. * Use evidence-based practice methods to collect, i		
Percent of Students with Proficient Performance	56	%
Description of Developing Performance (Does Not Meet) by a Student		
Candidates: * Demonstrate an understanding of learners and learning or of instructional strategies and resources that support the AASL Standards for the 21st Century Learner. * Manage resources, services and programming in support of the diverse needs of		
Percent of Students with Developing Performance	4	%
Description of Unacceptable Performance by a Student		
Candidates are NOT able to: * Demonstrate an understanding of learners and learning or of instructional strategies and resources. * Manage resources, services and programming in support of P-12 students.		

Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	The majority of the candidates met or exceeded assessment criteria, but program and curriculum will continue to be reviewed annually to identify needed changes. - In reviewing all of the assessment data (not just the exit data) for Summer 2012, Fall 2012,Other	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Master of Education with a Major in Media (School Library Media)	
Learning Outcome	Candidates demonstrate ability to serve needs of diverse populations including special needs.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Candidates select, analyze, evaluate, and organize print, nonprint, and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs; develop and evaluate	
Student Sampling Process (if applicable)	All candidates complete this assessment during their last semester in the program.	
Data Collection Point	Candidates submit portfolios electronically using their UWG webspace and Tk20.	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Candidates: * Integrate emerging technologies into a variety of instructional strategies to support the diverse learning styles interests, and ability of all students to inquire, think critically, and gain and create knowledge. * Promote reading for children		
Percent of Students with Exemplary Performance	44	%
Description of Proficient Performance (Meets Expectations) by a Student		
Candidates: * Deliver instruction and develop assessments that make use of a variety of instructional strategies and information resources to develop and enhance the multiple literacies of P-12 students. * Develop a collection of reading resources that provide		
Percent of Students with Proficient Performance	56	%
Description of Developing Performance (Does Not Meet) by a Student		
Candidates: * Design services or instruction that supports equitable access to information in an efficient and ethical manner by P-12 students and other members of their school and community.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Candidates are NOT able to: * Design services or instruction that supports equitable access to information.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		

Type of Planned Improvement	Results are Satisfactory
Comments on Planned Improvement	All candidates met or exceeded assessment criteria, but program and curriculum will be reviewed annually to identify needed changes. - In reviewing all of the assessment data (not just the exit data) for Summer 2012, Fall 2012, and Spring 2013 for the M.EResults are Satisfactory
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
College of Education	

Learning Outcome Assessment Reports
Master of Education with a Major in Professional Counseling
Carrollton Campus

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School		
Academic Program	Master of Education with a Major in Professional Counseling	
Learning Outcome	Demonstrate knowledge, skills and dispositions consistent with research and program evaluation	
Semester Assessed	2012-1	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	Candidates will demonstrate knowledge of basic research and program evaluation, design, methods, and interpretation and use of results: 80% of candidates will receive a rating of 2 points or above on C.7 of the assessment	
Student Sampling Process (if applicable)	All M.Ed. in Professional Counseling students take the CPCE exam	
Data Collection Point	end of program	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
rubric score of 3 or 4		
Percent of Students with Exemplary Performance	75	%
Description of Proficient Performance (Meets Expectations) by a Student		
rubric score of 2		
Percent of Students with Proficient Performance	16	%
Description of Developing Performance (Does Not Meet) by a Student		
n/a		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
rubric score of 1		
Percent of Students with Unacceptable Performance	8	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2012-2	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School		
Academic Program	Master of Education with a Major in Professional Counseling	
Learning Outcome	Demonstrate knowledge, skills and dispositions consistent with research and program evaluation	
Semester Assessed	2012-1	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	Candidates will demonstrate knowledge of basic research and program evaluation, design, methods, and interpretation and use of results: 80% of candidates will receive a rating of 3 or above on the Program Evaluation Proposal Rubric	
Student Sampling Process (if applicable)	All M.Ed. in Professional Counseling students take course, CEPD 7152, in which this embedded assignment is assessed.	
Data Collection Point	Transition point 2 (mid-program)	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
rubric score of 3 or 4		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
rubric score of 2		
Percent of Students with Proficient Performance	48	%
Description of Developing Performance (Does Not Meet) by a Student		
n/a		
Percent of Students with Developing Performance	48	%
Description of Unacceptable Performance by a Student		
rubric score of 1		
Percent of Students with Unacceptable Performance	4	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Course Revision	
Comments on Planned Improvement	Revisions should result in improved rubric ratings in AY14	
Next Scheduled Assessment	2014	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School		
Academic Program	Master of Education with a Major in Professional Counseling	
Learning Outcome	Demonstrate knowledge, skills and dispositions consistent with professional orientation and ethical practice	
Semester Assessed	2012-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Candidates will demonstrate an understanding of history, credentialing, roles, professional organizations, and ethics. 80% of candidates will receive a rating of 2 points or above on C.8 of the assessment	
Student Sampling Process (if applicable)	All M.Ed in Professional Counseling take the CPCE exam	
Data Collection Point	end of program	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
rubric score of 3 or 4		
Percent of Students with Exemplary Performance	33	%
Description of Proficient Performance (Meets Expectations) by a Student		
rubric score of 2		
Percent of Students with Proficient Performance	25	%
Description of Developing Performance (Does Not Meet) by a Student		
n/a		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
rubric score of 1		
Percent of Students with Unacceptable Performance	42	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum Revision	
Comments on Planned Improvement	The candidates who consistently score in the 1-2 range on this assessment are those enrolled in the school counseling concentration where no free standing course is offered in ethics and professional orientation. Consequently, the course currently offered in the community specialty is being revised and will include all M.Ed. students beginning F14.	

Next Scheduled Assessment	2012-2
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School		
Academic Program	Master of Education with a Major in Professional Counseling	
Learning Outcome	Demonstrate knowledge, skills and dispositions consistent with group work	
Semester Assessed	2011-2	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Candidate will demonstrate an understanding of the key concepts, therapeutic processes, intervention methods and techniques and the multicultural perspectives of theories of group counseling. 80% of candidates will receive a rating of 2 points or above on	
Student Sampling Process (if applicable)	All M.Ed. in Professional Counseling students take the CPCE exam	
Data Collection Point	end of program	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
rubric score of 3 or 4		
Percent of Students with Exemplary Performance	29	%
Description of Proficient Performance (Meets Expectations) by a Student		
rubric score of 2		
Percent of Students with Proficient Performance	71	%
Description of Developing Performance (Does Not Meet) by a Student		
n/a		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
rubric score of 1		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2011-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School		
Academic Program	Master of Education with a Major in Professional Counseling	
Learning Outcome	Demonstrate knowledge, skills and dispositions consistent with group work	
Semester Assessed	2012-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Candidate will demonstrate an understanding of the key concepts, therapeutic processes, intervention methods and techniques and the multicultural perspectives of theories of group counseling. 80% of candidates will receive a rating of 2 points or above on	
Student Sampling Process (if applicable)	All M.Ed. in Professional Counseling students take the CPCE exam	
Data Collection Point	end of program	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
rubric score of 3 or 4		
Percent of Students with Exemplary Performance	33	%
Description of Proficient Performance (Meets Expectations) by a Student		
rubric score of 2		
Percent of Students with Proficient Performance	42	%
Description of Developing Performance (Does Not Meet) by a Student		
n/a		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
rubric score of 1		
Percent of Students with Unacceptable Performance	25	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Monitoring	
Comments on Planned Improvement	This score is an anomaly for UWG counseling students. The group counseling scores will be monitored in subsequent administrations to determine whether a curriculum or course revision is warranted.	
Next Scheduled Assessment	2012-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		

Learning Outcome Assessment Reports
Specialist in Education with a Major in Educational Leadership
Carrollton Campus

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School		
Academic Program	Master of Education with a Major in Professional Counseling	
Learning Outcome	Demonstrate knowledge, skills and dispositions consistent with research and program evaluation	
Semester Assessed	2012-1	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	Candidates will demonstrate knowledge of basic research and program evaluation, design, methods, and interpretation and use of results: 80% of candidates will receive a rating of 2 points or above on C.7 of the assessment	
Student Sampling Process (if applicable)	All M.Ed. in Professional Counseling students take the CPCE exam	
Data Collection Point	end of program	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
rubric score of 3 or 4		
Percent of Students with Exemplary Performance	75	%
Description of Proficient Performance (Meets Expectations) by a Student		
rubric score of 2		
Percent of Students with Proficient Performance	16	%
Description of Developing Performance (Does Not Meet) by a Student		
n/a		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
rubric score of 1		
Percent of Students with Unacceptable Performance	8	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2012-2	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School		
Academic Program	Master of Education with a Major in Professional Counseling	
Learning Outcome	Demonstrate knowledge, skills and dispositions consistent with group work	
Semester Assessed	2012-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Candidate will demonstrate an understanding of the key concepts, therapeutic processes, intervention methods and techniques and the multicultural perspectives of theories of group counseling. 80% of candidates will receive a rating of 2 points or above on	
Student Sampling Process (if applicable)	All M.Ed. in Professional Counseling students take the CPCE exam	
Data Collection Point	end of program	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
rubric score of 3 or 4		
Percent of Students with Exemplary Performance	33	%
Description of Proficient Performance (Meets Expectations) by a Student		
rubric score of 2		
Percent of Students with Proficient Performance	42	%
Description of Developing Performance (Does Not Meet) by a Student		
n/a		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
rubric score of 1		
Percent of Students with Unacceptable Performance	25	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	Evaluation	
Next Scheduled Assessment	2012-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		

Learning Outcome Assessment Reports
Doctor of Education with a Major in School Improvement
On-Line

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	Leadership: Students will influence others toward a shared commitment to a common purpose	
Semester Assessed	2010-2	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	9	
Location	Online	
Operational Definition or Learning Objective	Students are to present and discuss three separate events or critical incidents from the doctoral program that have led to your personal and leadership development	
Student Sampling Process (if applicable)	All students in cohort	
Data Collection Point	Following all core coursework	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students receive an average rating across 2 raters equal to 4 (after truncation).		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students receive an average rating across 2 raters equal to 3 (after truncation).		
Percent of Students with Proficient Performance	91	%
Description of Developing Performance (Does Not Meet) by a Student		
Students receive an average rating across 2 raters equal to 2 (after truncation).		
Percent of Students with Developing Performance	9	%
Description of Unacceptable Performance by a Student		
Students receive an average rating across 2 raters equal to 1 (after truncation).		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2011-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	School Improvement and Reform: Students will move schools and stakeholders in directions that enhance student learning and social development and ultimately benefit society	
Semester Assessed	2012-2	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	9	
Location	Online	
Operational Definition or Learning Objective	Students will submit two authentic artifacts and a written commentary that illustrate and describe approaches to assisting teachers or colleagues to investigate and reflect on their practice related to teaching and learning.	
Student Sampling Process (if applicable)	All students in cohort	
Data Collection Point	Following all core coursework	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students receive an average score across 2 raters equal to 4 (after truncation).		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students receive an average score across 2 raters equal to 3 (after truncation).		
Percent of Students with Proficient Performance	82	%
Description of Developing Performance (Does Not Meet) by a Student		
Students receive an average score across 2 raters equal to 2 (after truncation).		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
Students receive an average score across 2 raters equal to 1 (after truncation).		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	Students struggled a bit with the portfolio entries. Needs to be a clearer process in the future.Evaluation	
Next Scheduled Assessment	2011-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	Scholarly Persuasion: Students will engage in rational discussion informed by and grounded in the knowledge base and research in education and school improvement	
Semester Assessed	2010-2	
Assessment Type or Artifact		
Cohort (if Applicable)	9	
Location	Online	
Operational Definition or Learning Objective	Students should show that they can a) analyze and interpret the characteristics of target audiences and their context, b) strategically plan to communicate with those audiences using appropriate strategies and vehicles, c) deliver those communications eff	
Student Sampling Process (if applicable)	All students in cohort	
Data Collection Point	Following all core coursework	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students receive an average rating across 2 raters equal to 4 (following truncation).		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students receive an average rating across 2 raters equal to 3 (following truncation).		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Students receive an average rating across 2 raters equal to 2 (following truncation).		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students receive an average rating across 2 raters equal to 1 (following truncation).		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2011-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	Scholarly Persuasion: Students will engage in rational discussion informed by and grounded in the knowledge base and research in education and school improvement	
Semester Assessed	2012-2	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	12	
Location	Online	
Operational Definition or Learning Objective	Students will engage in rational discussion informed by and grounded in the knowledge base and research education and school improvement.	
Student Sampling Process (if applicable)	All students in Cohort 12.	
Data Collection Point	EDSI 9903 and Dissertation Boot Camp	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
This is the number of students that scored 4's on the rubric		
Percent of Students with Exemplary Performance	26	%
Description of Proficient Performance (Meets Expectations) by a Student		
This is the number of students that scored 3's on the rubric		
Percent of Students with Proficient Performance	48	%
Description of Developing Performance (Does Not Meet) by a Student		
This is the number of students that scored 2's on the rubric		
Percent of Students with Developing Performance	24	%
Description of Unacceptable Performance by a Student		
This is the number of students that scored 1's on the rubric		
Percent of Students with Unacceptable Performance	2	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	The rubric for the research prospectus has been revised.Evaluation	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	Research and the Effective Use of Data: Students will understand, conduct, and apply impactful research in school improvement and reform	
Semester Assessed	2012-2	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	12	
Location	Online	
Operational Definition or Learning Objective	Students will understand, conduct, and apply impactful research in school improvement reform.	
Student Sampling Process (if applicable)	All students in Cohort 12	
Data Collection Point	EDSI 9903 and Dissertation Boot Camp	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
This is the number of students that scored 4's on the rubric		
Percent of Students with Exemplary Performance	17	%
Description of Proficient Performance (Meets Expectations) by a Student		
This is the number of students that scored 3's on the rubric		
Percent of Students with Proficient Performance	46	%
Description of Developing Performance (Does Not Meet) by a Student		
This is the number of students that scored 2's on the rubric		
Percent of Students with Developing Performance	31	%
Description of Unacceptable Performance by a Student		
This is the number of students that scored 1's on the rubric		
Percent of Students with Unacceptable Performance	6	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	The research sequence of courses, EDSI 9960, 9961, 9962, 9963, and 9964 has been reordered and all learning objectives revisited. Multiple Improvements	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	School Improvement and Reform: Students will move schools and stakeholders in directions that enhance student learning and social development and ultimately benefit society	
Semester Assessed	2012-2	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	12	
Location	Online	
Operational Definition or Learning Objective	Students will move schools and stakeholders in directions that enhance student learning and social development and ultimately benefit society.	
Student Sampling Process (if applicable)	All students enrolled in EDSI 9903.	
Data Collection Point	EDSI 9903	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
This is the number of students who scored 4's on the rubric		
Percent of Students with Exemplary Performance	17	%
Description of Proficient Performance (Meets Expectations) by a Student		
This is the number of students who scored 3's on the rubric		
Percent of Students with Proficient Performance	60	%
Description of Developing Performance (Does Not Meet) by a Student		
This is the number of students who scored 2's on the rubric		
Percent of Students with Developing Performance	21	%
Description of Unacceptable Performance by a Student		
This is the number of students who scored 1's on the rubric		
Percent of Students with Unacceptable Performance	2	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	Based upon these data, course curricular objectives for the Dissertation Mentoring course sequence (EDSI 9901, 9902, & 9903) have been revised. Curriculum	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	Research and the Effective Use of Data: Students will understand, conduct, and apply impactful research in school improvement and reform	
Semester Assessed	2010-2	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	9	
Location	Online	
Operational Definition or Learning Objective	Students should show that they can a) analyze and interpret the characteristics of target audiences and their context, b) strategically plan to communicate with those audiences using appropriate strategies and vehicles, c) deliver those communications eff	
Student Sampling Process (if applicable)	All students in cohort	
Data Collection Point	Following all core coursework	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students receive an average rating across 2 raters equal to 4 (following truncation).		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students receive an average rating across 2 raters equal to 3 (following truncation).		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Students receive an average rating across 2 raters equal to 2 (following truncation).		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students receive an average rating across 2 raters equal to 1 (following truncation).		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2011-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	Teaching and Learning: Students will understand and use the knowledge based on effective teaching and learning to initiate teacher development and school improvement	
Semester Assessed	2010-2	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	9	
Location	Online	
Operational Definition or Learning Objective	Students are to submit two authentic artifacts and a written commentary that illustrate and describe approaches to assisting teachers or colleagues to investigate and reflect on their practice related to teaching and learning.	
Student Sampling Process (if applicable)	All students in cohort	
Data Collection Point	Following all core coursework	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students receive an average rating across 2 raters equal to 4 (after truncation).		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students receive an average rating across 2 raters equal to 3 (after truncation).		
Percent of Students with Proficient Performance	82	%
Description of Developing Performance (Does Not Meet) by a Student		
Students receive an average rating across 2 raters equal to 2 (after truncation).		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
Students receive an average rating across 2 raters equal to 1 (after truncation).		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2011-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	Teaching and Learning: Students will understand and use the knowledge based on effective teaching and learning to initiate teacher development and school improvement	
Semester Assessed	2012-2	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	12	
Location	Online	
Operational Definition or Learning Objective	Students will understand and use the knowledge based on effective teaching and learning to initiate teacher development and school improvement.	
Student Sampling Process (if applicable)	All students in Cohort 12.	
Data Collection Point	EDSI 9903 and Dissertation Boot Camp	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
This is the number of students that scored 4's on the rubric		
Percent of Students with Exemplary Performance	17	%
Description of Proficient Performance (Meets Expectations) by a Student		
This is the number of students that scored 3's on the rubric		
Percent of Students with Proficient Performance	60	%
Description of Developing Performance (Does Not Meet) by a Student		
This is the number of students that scored 2's on the rubric		
Percent of Students with Developing Performance	21	%
Description of Unacceptable Performance by a Student		
This is the number of students that scored 1's on the rubric		
Percent of Students with Unacceptable Performance	2	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	We revised EDSI 9902 course objectives and class projects to provide instruction and practice to construct a literature review based on upon effective teaching and learning. Curriculum	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Education	
Academic Program	Doctor of Education with a Major in School Improvement	
Learning Outcome	Leadership: Students will influence others toward a shared commitment to a common purpose	
Semester Assessed	2012-2	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	12	
Location	Online	
Operational Definition or Learning Objective	Students will influence others toward a shared commitment to a common purpose.	
Student Sampling Process (if applicable)	All students in Cohort 12.	
Data Collection Point	EDSI 9903 and Dissertation Boot Camp	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
This is the number of students that scored 4's on the rubric		
Percent of Students with Exemplary Performance	20	%
Description of Proficient Performance (Meets Expectations) by a Student		
This is the number of students that scored 3's on the rubric		
Percent of Students with Proficient Performance	54	%
Description of Developing Performance (Does Not Meet) by a Student		
This is the number of students that scored 2's on the rubric		
Percent of Students with Developing Performance	26	%
Description of Unacceptable Performance by a Student		
This is the number of students that scored 1's on the rubric		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	
Comments on Planned Improvement	EDSI 9903 course learning projects have been revised to create more direct instruction in writing problem statements.Pedagogy	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Education		

College of Science and Mathematics

For the period covered, 2011-2013, The College of Science and Mathematics offered the following academic programs:

Bachelor of Arts with a Major in Chemistry (to be terminated)

Bachelor of Arts with a Major in Geography (to be terminated)

Bachelor of Arts with a Major in Global Studies

Bachelor of Arts with a Major in Mathematics (to be terminated)

Bachelor of Science in Chemistry

Bachelor of Science with a Major in Biology

Bachelor of Science with a Major in Computer Science

Bachelor of Science with a Major in Environmental Science (terminated)

Bachelor of Science with a Major in Environmental Studies

Bachelor of Science with a Major in Geography

Bachelor of Science with a Major in Geology

Bachelor of Science with a Major in Mathematics

Bachelor of Science with a Major in Physics

Master of Science with a Major in Applied Computer Science

Master of Science with a Major in Biology

Master of Science with a Major in Mathematics

Post-Baccalaureate Certificate in Geographic Information Systems

All of these are offered exclusively on the Carrollton campus. Although courses are offered on the Newnan campus, there are no programs offered in Newnan. In addition, completely online programs offered are the Master of Science in Applied Computer Science and the Post-Baccalaureate Certificate in Geographic Information Systems.

For this assessment summary, the following academic programs are included as a representative sample of the academic program offerings within the College of Science and Mathematics:

Bachelor of Science in Biology (the largest both in terms of majors and graduates)

Bachelor of Science in Chemistry (graduates are certified by the American Chemical Society)

Bachelor of Science in Computer Science (ABET accredited)

Master of Science in Biology

Why were these programs selected to represent all programs and locations listed above? How is this sample justified and representative of program offerings and locations?

The undergraduate program in Biology was chosen since it represents over half the graduating students in the COSM in the most recent class (FY 2013). Chemistry with a year-long sequence taken by essentially all majors in the COSM; also, Chemistry and Computer Science offer accredited programs with benchmarks that are applicable nationwide. Finally, a Masters degree program was also included. Together, these offer a blend of programs, experimental (Biology and Chemistry) and theoretical (Computer Science).

For each program in this sample, the College of Science and Mathematics provides the following detailed analysis of program learning outcomes, measurements of these learning outcomes, and improvements based on analysis of the results.

Degree Program: B.S. Biology

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1. Students will use concepts, principles, and knowledge to demonstrate mastery in at least three of the following four subject areas: 1. cell biology; 2. molecular biology and genetics, 3. organismal biology, 4. population biology, evolution, and ecology	GRE Major Field Test
2. Students will use critical thinking skills or problem-based learning skills to demonstrate mastery of the scientific method as it pertains to experimental design, data analysis, or interpretation of experimental data	BIOL 3310 and BIOL 3513 laboratory writeup
3. Students will communicate scientific information through the acquisition, organization, or presentation of scientific information.	BIOL 3000/4000 designated as Discipline Specific Writing

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

Historically, Biology majors took Principles of Biology I and II their freshman year with all other science majors taking Principles of Biology as their science elective. The Biology Department restructured the B.S. degree program so that Biology majors are required to have MATH 1113 Pre-calculus, CHEM 1211 and CHEM 1212 prior to taking Principles Of Biology I and II which is now BIOL 2107 and BIOL 2108, restricted to B.S. Biology majors.

This academic year, after 2 years of planning and discussion with the EXCEL center, the Biology Department initiated a pre-Biology classification. Freshman that have declared themselves as Biology majors are advised by professional academic advisors in Excel center. It is hoped that students struggling with the demands of a science major will be identified and when appropriate counseled on alternative career paths more inline with their academic abilities and expectations. **Please see Appendix 1.**

Degree Program: Bachelor of Science in Chemistry, this program is Certified by the American Chemical Society (www.acs.org)

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1) Competency in CHEM 3422 (Organic), CHEM 3310K (Analytical), CHEM 3522 (Chemical Thermodynamics), and CHEM 4612 (Inorganic)	Grades from CHEM 3422, CHEM 3310K, CHEM 3522, and CHEM 4612 for all BS in Chemistry graduates is used to calculate a competency score to determine whether the student exceeds, meets or does not meet the competency level of the learning outcome.
2). Competency to formulate significant research questions, design experiments, carry out	All graduates of the BS (ACS track) will complete 4 credit hours of CHEM 4083 and successfully write

experimental protocol, and analyze and interpret data.	and orally defend a research thesis to satisfy the requirements for CHEM 4084.
3) Competency in CHEM 3422L (Organic lab), 3550L (Physical Chemistry lab), and 4913L (Advanced Synthesis Lab)	Student grades in CHEM 3422L, 3550L and 4913L for all graduates of the BS - ACS track will be used to calculate a competency score to determine if the student exceeds, meets or does not meet the competency level for the learning outcome.

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

The faculty members teaching CHEM 3422L have initiated conversations to revamp the laboratories. Having taught this course in the micro-scale format for nearly two decades using a laboratory manual, where the procedures are rather prescriptive, the emphasis in future will be on inquiry-based approaches. A grant to NSF is planned in 2015.

With CHEM 4913L (Advanced Synthesis Laboratory) and CHEM 4330K (Instrumental Analysis) offered exclusively in spring semesters, these required time-intensive laboratory based courses making the schedule very tight for students who frequently take these courses concurrently in their very last semester. The completion of CHEM 4083 (research) only exacerbates this. To alleviate student stress (determined based on student feedback), the department decided to offer CHEM 3550L (Physical Chemistry Laboratory) every semester, increasing students' flexibility. **Please see Appendix 2.**

Degree Program: Bachelor of Science in Computer Science, this program is Accredited by ABET (www.abet.org)

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1) Apply fundamental concepts of computer science, software engineering, science and mathematics in the modeling and design of computer systems.	Within the CS 4982 (capstone) course, students work individually on a small-scale project-like assignment to model and design a computer system. Additionally, students participate in a group project to model and design a significant computer system.
2) Demonstrate an ability to implement, test, and deploy a computer-based system applying current and emerging methodologies and technologies.	Within the CS 4982 (capstone) course, students work individually on a small-scale project-like assignment to implement, and test a computer application using both familiar and novel technologies and methodologies. Additionally, students participate in a group project to implement, test, and deploy a complex computer application using both familiar and novel technologies and methodologies.
3) Demonstrate an ability to apply ethical and professional standards to ensure computing benefits individuals and society as a whole.	Within the CS 4982 (capstone) course, students deliver a presentation to the class to demonstrate the student's ability to apply ethical and professional standards to current and emerging issues in order to ensure computing benefits individuals and society as a whole. Additionally, students are asked to complete a writing

	assignment that requires them to apply current professional and ethical issues in computing toward a real world problem.
4) Effectively function as a member of a team engaged in the process of modeling, designing, implementing, testing, and deploying of computer-based systems.	Within the CS 4982 (capstone) course, students participate in a group project where they function as part of a team to model, design, implement, test, and deploy a computer based system.

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

Based on Spring 2012 and 2013 data, performance is satisfactory. Nevertheless, the program has made some curriculum modifications to address student success and retention in the introductory course sequence. These changes include introducing mathematics pre-requisites for Computer Science I (CS 1301) and Data Structures and Discrete Math I (CS 3151), MATH 1113 (Pre-Calculus) and MATH 1634 (Calculus I), respectively. Based on an analysis of students' grades in these courses, we identified a positive correlation between students' grades in the aforementioned MATH pre-requisite courses and their success in the CS courses. These new pre-requisites are expected to increase student success and retention by ensuring the students are adequately prepared for the mathematical rigor of the courses. **Please also see Appendix 3.**

Degree Program: M.S. Biology

Degree program Location: Carrollton

Measurable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1. Students will communicate scientific information through the acquisition, organization, or presentation of scientific information in written or oral form.	Students are assigned data from the primary literature to analyze and present. BIOL 5727, BIOL 5729 and BIOL 6984. Courses with a significant written or oral presentation were selected.

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

The Biology Department designated a senior faculty member as Biology M.S. Graduate Coordinator to oversee the graduate program. **Please also see Appendix 4.**

Appendix 1 (Bachelor of Science with a Major in Biology)

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Biology	
Learning Outcome	Students will use concepts, principles, and knowledge to demonstrate mastery in at least three of the following four subject areas: 1. cell biology; 2. molecular biology and genetics; 3. organismal biology; 4. population biology, evolution, and ecology	
Semester Assessed	2011-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students take the GRE Major Fields Test in Biology and the results are analyzed with a rubric	
Student Sampling Process (if applicable)	All students in Senior Seminar are given the exam	
Data Collection Point	BIOL 4984	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student has demonstrated above average mastery in one or more content areas		
Percent of Students with Exemplary Performance	28	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student has demonstrated average mastery in three content areas		
Percent of Students with Proficient Performance	48	%
Description of Developing Performance (Does Not Meet) by a Student		
Student has demonstrated below average mastery in one content area		
Percent of Students with Developing Performance	17	%
Description of Unacceptable Performance by a Student		
Student has demonstrated below average mastery in more than one content areas		
Percent of Students with Unacceptable Performance	7	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Continue to collect data to establish baseline Results are Satisfactory	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Biology	
Learning Outcome	Students will use critical thinking skills or problem-based learning skills to demonstrate mastery of the scientific method as it pertains to experimental design, data analysis, or interpretation of experimental data	
Semester Assessed	2012-3	
Assessment Type or Artifact	Lab	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Lab report required of all students in section is assessed with a rubric.	
Student Sampling Process (if applicable)	Assessment is performed in one or more of the approved upper division lab courses Biology majors must take. Usually data are collected from two laboratory sections (n approximately 48).	
Data Collection Point	BIOL 3310 and BIOL 3513	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Must receive no more than one 3 and rest 4s in the other areas of the rubric (Total = 11-12; equivalent to grade A).		
Percent of Students with Exemplary Performance	22	%
Description of Proficient Performance (Meets Expectations) by a Student		
May receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric (Total = 9-10; equivalent to grades B and C).		
Percent of Students with Proficient Performance	38	%
Description of Developing Performance (Does Not Meet) by a Student		
May receive no more than one 1 and a combination of 2s, 3s, and 4s in the other areas of the rubric (Total = 5-9; equivalent to grades B and C).		
Percent of Students with Developing Performance	31	%
Description of Unacceptable Performance by a Student		
Total less than 5; equivalent to grade F		
Percent of Students with Unacceptable Performance	8	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	No action required at this time Results are Satisfactory	
Next Scheduled Assessment	2014-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Biology	
Learning Outcome	Students will communicate scientific information through the acquisition, organization, or presentation of scientific information.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will communicate scientific information effectively in a written or oral assignment	
Student Sampling Process (if applicable)	Section of 3000/4000 level BIOL courses designated as DSW.	
Data Collection Point	BIOL 4424 and BIOL 3226	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Must receive no more than one 3 and the rest 4s in the other areas of the rubric (Total = 11-12; equivalent to grade A)		
Percent of Students with Exemplary Performance	17	%
Description of Proficient Performance (Meets Expectations) by a Student		
May receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric (Total = 9-10; equivalent to grades B and C)		
Percent of Students with Proficient Performance	28	%
Description of Developing Performance (Does Not Meet) by a Student		
May receive no more than one 1 and a combination of 2s, 3s, and 4s in the other areas of the rubric (Total = 5-9; equivalent to grades B and C)		
Percent of Students with Developing Performance	51	%
Description of Unacceptable Performance by a Student		
Total less than 5; equivalent to grade F		
Percent of Students with Unacceptable Performance	4	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Postpone improvement plan for a larger data set for assessment. Results are Satisfactory	
Next Scheduled Assessment	2014-3	
<i>Administrative or Faculty Review of this Assessment (if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Biology	
Learning Outcome	Students will use concepts, principles, and knowledge to demonstrate mastery in at least three of the following four subject areas: 1. cell biology; 2. molecular biology and genetics; 3. organismal biology; 4. population biology, evolution, and ecolo	
Semester Assessed	2012-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students take the GRE Major Fields Test in Biology and the results are analyzed with a rubric.	
Student Sampling Process (if applicable)	All students in Senior seminar are given the exam	
Data Collection Point	BIOL 4984	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student has demonstrated above average mastery in one or more content areas		
Percent of Students with Exemplary Performance	47	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student has domonstrated average mastery in three content areas		
Percent of Students with Proficient Performance	14	%
Description of Developing Performance (Does Not Meet) by a Student		
Student has deomonstrated below average mastery in one content area		
Percent of Students with Developing Performance	29	%
Description of Unacceptable Performance by a Student		
Student has demonstrated below average master in more than one content area		
Percent of Students with Unacceptable Performance	6	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	Try grade pressure to improve motivation for low achieving students.Evaluation	
Next Scheduled Assessment	2014-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Biology	
Learning Outcome	Students will use concepts, principles, and knowledge to demonstrate mastery in at least three of the following four subject areas: 1. cell biology; 2. molecular biology and genetics; 3. organismal biology; 4. population biology, evolution, and ecolo	
Semester Assessed	2010-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students take the GRE Major Fields Test in Biology and the results are analyzed with a rubric	
Student Sampling Process (if applicable)	All students in Senior Seminar are given the exam	
Data Collection Point	BIOL 4984	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student has demonstrated above average mastery in one or more content areas		
Percent of Students with Exemplary Performance	36	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student has demonstrated average mastery in three content areas		
Percent of Students with Proficient Performance	49	%
Description of Developing Performance (Does Not Meet) by a Student		
Student has demonstrated below average mastery in one content area		
Percent of Students with Developing Performance	5	%
Description of Unacceptable Performance by a Student		
Student has demonstrated below average mastery in more than one content areas		
Percent of Students with Unacceptable Performance	10	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Continue to collect dataResults are Satisfactory	
Next Scheduled Assessment	2011-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Biology	
Learning Outcome	Students will use concepts, principles, and knowledge to demonstrate mastery in at least three of the following four subject areas: 1. cell biology; 2. molecular biology and genetics; 3. organismal biology; 4. population biology, evolution, and ecolo	
Semester Assessed	2011-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students take the GRE Major Fields Test in Biology and the results are analyzed with a rubric	
Student Sampling Process (if applicable)	All students in Senior Seminar are given the exam	
Data Collection Point	BIOL 4984	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student has demonstrated above average mastery in one or more content areas		
Percent of Students with Exemplary Performance	32	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student has demonstrated average mastery in three content areas		
Percent of Students with Proficient Performance	51	%
Description of Developing Performance (Does Not Meet) by a Student		
Student has demonstrated below average mastery in one content area		
Percent of Students with Developing Performance	9	%
Description of Unacceptable Performance by a Student		
Student has demonstrated below average mastery in more than one content areas		
Percent of Students with Unacceptable Performance	9	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Biology	
Learning Outcome	Students will use critical thinking skills or problem-based learning skills to demonstrate mastery of the scientific method as it pertains to experimental design, data analysis, or interpretation of experimental data	
Semester Assessed	2012-1	
Assessment Type or Artifact	Lab	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Lab report required of all students in section is assessed with a rubric	
Student Sampling Process (if applicable)	Each semester assessment will be rotated to one of the approved courses that all Biology majors must take. Assessment will be carried out in two lab sections (n=~48 students)	
Data Collection Point	Two sections of the following course: BIOL 3310, BIOL 3513, BIOL 3134	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Must receive no more than one 3 and the rest 4s in the other areas of the rubric. (Total = 11-12 equivalent to grade A)		
Percent of Students with Exemplary Performance	42	%
Description of Proficient Performance (Meets Expectations) by a Student		
may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric (Total = 9-10 equivalent to grades B and C)		
Percent of Students with Proficient Performance	49	%
Description of Developing Performance (Does Not Meet) by a Student		
may receive no more than one 1 and a combination of 2s, 3s, or 4s in the other areas of the rubric (Total = 5-9 equivalent to grade D)		
Percent of Students with Developing Performance	9	%
Description of Unacceptable Performance by a Student		
Total less than 5 equivalent to grade F		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Continue to collect data for next assessment. Results are Satisfactory	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Biology	
Learning Outcome	Students will communicate scientific information through the acquisition, organization, or presentation of scientific information.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will communicate scientific information effectively in a written or oral assignment	
Student Sampling Process (if applicable)	Sections in sections of 3000/4000 level BIOL courses designated as DSW/WAC or in sections of Senior Seminar were selected	
Data Collection Point	data to be collected Spring 2012	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
must receive no more than one 3 and the rest 4s in the other areas of the rubric (Total = 11-12 equivalent to grade A)		
Percent of Students with Exemplary Performance	5	%
Description of Proficient Performance (Meets Expectations) by a Student		
may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric (Total = 9-10 equivalent to grades B and C)		
Percent of Students with Proficient Performance	17	%
Description of Developing Performance (Does Not Meet) by a Student		
may receive no more than one 1 and a combinations of 2s, 3s, or 4s, in the other areas of the rubric (Total = 5-9 equivalent to grade D)		
Percent of Students with Developing Performance	61	%
Description of Unacceptable Performance by a Student		
(total less than 5 equivalent to grade F)		
Percent of Students with Unacceptable Performance	17	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Data insufficient. Continue to assess. Results are Satisfactory	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Appendix 2 (Bachelor of Science in Chemistry)

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science in Chemistry	
Learning Outcome	Competency in CHEM 3422 (Organic), CHEM 3310K (Analytical), CHEM 3522 (Chemical Thermodynamics), and CHEM 4612 (Inorganic)	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Competency score	
Student Sampling Process (if applicable)	All graduates of the BS-ACS track	
Data Collection Point	CHEM 3422, CHEM 3310K, CHEM 3552, CHEM 4612	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Competency score between 46 to 52		
Percent of Students with Exemplary Performance	50	%
Description of Proficient Performance (Meets Expectations) by a Student		
Competency score between 26 to 45		
Percent of Students with Proficient Performance	50	%
Description of Developing Performance (Does Not Meet) by a Student		
Competency score 25 and lower		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance		
	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science in Chemistry	
Learning Outcome	Competency to formulate significant research questions, design experiments, carry out experimental protocol, and analyze and interpret data.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The student will (i) carry out a research project under the guidance of a faculty member for a total of 4 credit hours for a minimum of 2 semesters. Research project will include preliminary work involving literature searching, developing a research questi	
Student Sampling Process (if applicable)	All BS-ACS track graduates	
Data Collection Point	CHEM 4083 and CHEM 4084	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Completed 4 credit hours of CHEM 4083 with an average grade of B or higher and earned a grade S in CHEM 4084		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Did not earn a grade of B or higher in CHEM 4083 and/or earned a grade U in CHEM 4084		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science in Chemistry	
Learning Outcome	Competency in CHEM 3422L (Organic lab), 3550L (Physical Chemistry lab), and 4913L (Advanced Synthesis Lab)	
Semester Assessed	2013-1	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	Competency in CHEM 3422L, 3550L, and 4913L	
Student Sampling Process (if applicable)	BS-ACS track graduates	
Data Collection Point	CHEM 3422L, 3550L, 4913L	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Competency score between 14 – 16		
Percent of Students with Exemplary Performance	83	%
Description of Proficient Performance (Meets Expectations) by a Student		
Competency score between 8 – 13		
Percent of Students with Proficient Performance	17	%
Description of Developing Performance (Does Not Meet) by a Student		
Competency score between 7 and lower		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science in Chemistry	
Learning Outcome	Competency in CHEM 3422 (Organic), CHEM 3310K (Analytical), CHEM 3522 (Chemical Thermodynamics), and CHEM 4612 (Inorganic)	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Competency score	
Student Sampling Process (if applicable)	All graduates of the BS-ACS track	
Data Collection Point	CHEM 3422, CHEM 3310K, CHEM 3552, CHEM 4612	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Competency score between 46 to 52		
Percent of Students with Exemplary Performance	33	%
Description of Proficient Performance (Meets Expectations) by a Student		
Competency score between 26 to 45		
Percent of Students with Proficient Performance	67	%
Description of Developing Performance (Does Not Meet) by a Student		
Competency score 25 and lower		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science in Chemistry	
Learning Outcome	Competency to formulate significant research questions, design experiments, carry out experimental protocol, and analyze and interpret data.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The student will (i) carry out a research project under the guidance of a faculty member for a total of 4 credit hours for a minimum of 2 semesters. Research project will include preliminary work involving literature searching, developing a research questi	
Student Sampling Process (if applicable)	All BS-ACS track graduates	
Data Collection Point	CHEM 4083 and CHEM 4084	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Completed 4 credit hours of CHEM 4083 with an average grade of B or higher and earned a grade S in CHEM 4084		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Did not earn a grade of B or higher in CHEM 4083 and/or earned a grade U in CHEM 4084		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science in Chemistry	
Learning Outcome	Competency in CHEM 3422L (Organic lab), 3550L (Physical Chemistry lab), and 4913L (Advanced Synthesis Lab)	
Semester Assessed	2012-1	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	Competency in CHEM 3422L, 3550L, and 4913L	
Student Sampling Process (if applicable)	BS-ACS track graduates	
Data Collection Point	CHEM 3422L, 3550L, 4913L	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Competency score between 14 - 16		
Percent of Students with Exemplary Performance	67	%
Description of Proficient Performance (Meets Expectations) by a Student		
Competency score between 8 - 13		
Percent of Students with Proficient Performance	33	%
Description of Developing Performance (Does Not Meet) by a Student		
Competency score between 7 and lower		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Appendix 3 (Bachelor of Science with a Major in Computer Science)

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-1: Apply fundamental concepts of computer science, software engineering, science and mathematics in the modeling and design of computer systems.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	Assignment 5: students worked individually on a small-scale project-like assignment to model and design a computer system; Group project (Capstone project): students participated in a group project to model and design a computer system.	
Student Sampling Process (if applicable)	Spring 2013 CS 4982 students	
Data Collection Point	CS 4982	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Work demonstrates thorough understanding of the project description, principles of design and development and ability to analyze a problem in a systematic way and integrate different aspects of Computer Science in modeling and designing a computer system		
Percent of Students with Exemplary Performance	34	%
Description of Proficient Performance (Meets Expectations) by a Student		
Work demonstrates basic understanding of the project description, principles of design and development, and ability to complete what is assigned with some minor problems in design.		
Percent of Students with Proficient Performance	53	%
Description of Developing Performance (Does Not Meet) by a Student		
Work demonstrates poor understanding of the project description, lack of comprehension on the principles of design and development, and lack of ability to complete what was assigned without major errors.		
Percent of Students with Developing Performance	12	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	

Comments on Planned Improvement	? A potential problem identified in the previous offering of the course was lack of web-application development skills among some students. This time, quite a few students were taking this course and ASP.Net Web Development course concurrently, which helpResults are Satisfactory
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
College of Science and Mathematics	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-02: Effectively function as a member of a team engaged in the process of modeling, designing, and implementing computer-based systems of varied complexity.	
Semester Assessed	2010-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students participate in a class project that tests their ability to function in one or several roles as a member of a software development team (in this instance the entire class).	
Student Sampling Process (if applicable)	Students enrolled in CS 4982 for Spring 2010.	
Data Collection Point	CS 4982	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
contribution ranking greater than one standard deviation from the mean		
Percent of Students with Exemplary Performance	16	%
Description of Proficient Performance (Meets Expectations) by a Student		
contribution ranking greater than or equal to the mean		
Percent of Students with Proficient Performance	37	%
Description of Developing Performance (Does Not Meet) by a Student		
contribution ranking greater than one standard deviation below the mean		
Percent of Students with Developing Performance	32	%
Description of Unacceptable Performance by a Student		
contribution ranking less than one standard deviation below the mean		
Percent of Students with Unacceptable Performance	16	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Evaluation criteria for contributions should be codified into a set of rubrics that provide guidelines for assessing contributions. The rubrics should specify source code syntax standards, required and optional documentation, project organization practiceResults are Satisfactory	
Next Scheduled Assessment	2012-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-4: Effectively function as a member of a team engaged in the process of modeling, designing, implementing, testing, and deploying of computer-based systems.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students participate in a group project that tests their ability to function in one or several roles as a member of a software development team.	
Student Sampling Process (if applicable)	Students enrolled in CS 4982 for Spring 2011.	
Data Collection Point	CS 4982	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Be able to deliver work with excellent quality and also function effectively and actively as a group member in the team in all the phases of project development.		
Percent of Students with Exemplary Performance	33	%
Description of Proficient Performance (Meets Expectations) by a Student		
Can be relied upon to complete assigned task but does not go beyond to think about what needs to be done to ensure the project's success; Need supervision and prompting; participate in project discussions regularly.		
Percent of Students with Proficient Performance	28	%
Description of Developing Performance (Does Not Meet) by a Student		
Be able to do acceptable work, but work may need revision, and sometimes work is late and need regular prompting and supervision; sometimes do not participate in project discussions.		
Percent of Students with Developing Performance	33	%
Description of Unacceptable Performance by a Student		
Does poor work that is largely incomplete and/or has lots of bugs, does not understand the tasks assigned and have difficulty completing them, cannot communicate effectively in the team, often inactive or absent in project discussions.		
Percent of Students with Unacceptable Performance	6	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-1	

Learning Outcome Assessment Report		
University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-3: Demonstrate an ability to apply ethical and professional standards to ensure computing benefits individuals and society as a whole.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Each student gives a presentation on the present and emerging professional and ethical issues in Computing. Topics presented include: Internet privacy, software and Internet patents, software and web copyright infringement, intellectual property, softwar	
Student Sampling Process (if applicable)	Students enrolled in CS 4982 for Spring 2012.	
Data Collection Point	CS 4982	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Presentation demonstrates excellent understanding of the topic, and applications in real world situation, good presentation organization and skills.		
Percent of Students with Exemplary Performance	83	%
Description of Proficient Performance (Meets Expectations) by a Student		
Presentation demonstrates a general grasp of the topic, good presentation organization and skills with minor issues.		
Percent of Students with Proficient Performance	6	%
Description of Developing Performance (Does Not Meet) by a Student		
Presentation demonstrates some understanding of the topic, weak organization and skills.		
Percent of Students with Developing Performance	11	%
Description of Unacceptable Performance by a Student		
Presentation demonstrates poor grasp of the material and limited research on the topic, and is disorganized and unclear.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-2: Demonstrate an ability to implement, test, and deploy a computer-based system applying current and emerging methodologies and technologies.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students participate in a group project that demonstrates their ability to implement, test, and deploy a complex computer system using both familiar and emerging methodologies and technologies.	
Student Sampling Process (if applicable)	Students enrolled in CS 4982 for Spring 2012.	
Data Collection Point	CS 4982	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Excellent work which demonstrates comprehension, ability to integrate what one has learned, to investigate and solve problems with few minor problems.		
Percent of Students with Exemplary Performance	22	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good work which demonstrates good understanding of the assignments, ability to complete what's assigned with a few minor problems.		
Percent of Students with Proficient Performance	28	%
Description of Developing Performance (Does Not Meet) by a Student		
Fair work which demonstrates some comprehension of the assignments with major problems.		
Percent of Students with Developing Performance	33	%
Description of Unacceptable Performance by a Student		
Poor work that is largely incomplete and/or has lots of bugs.		
Percent of Students with Unacceptable Performance	17	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	Some students did not have any experience and limited knowledge in developing a web-based application. Though there is a course offered on web technologies by the department, it was evident that students were not adequately prepared to complete a comprehensive Curriculum	

Next Scheduled Assessment	2013-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
College of Science and Mathematics	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-1: Apply fundamental concepts of computer science, software engineering, science and mathematics in the modeling and design of computer systems.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students can analyze a given problem, and make appropriate design choices in modeling a solution to the problem.	
Student Sampling Process (if applicable)	Students enrolled in Spring 2012 CS4982 course.	
Data Collection Point	CS4982	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Excellent work which demonstrates comprehension, ability to integrate what one has learned, to investigate and solve problems with few minor problems.		
Percent of Students with Exemplary Performance	22	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good work which demonstrates good understanding of the assignments, ability to complete what's assigned with a few minor problems.		
Percent of Students with Proficient Performance	28	%
Description of Developing Performance (Does Not Meet) by a Student		
Work which demonstrates some comprehension of the assignments with major problems.		
Percent of Students with Developing Performance	33	%
Description of Unacceptable Performance by a Student		
Poor work that is largely incomplete and/or has lots of bugs.		
Percent of Students with Unacceptable Performance	17	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	Some students did not have any experience and limited knowledge in developing a web-based application. Though there is a course offered on web technologies by the department, it was evident that students were not adequately prepared to complete a comprehensive Curriculum	
Next Scheduled Assessment	2013-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-05: Write clear and accurate technical documents.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Portfolio of professional and technical writing in ENGL 3405. Assessment based on students' final grades in the course.	
Student Sampling Process (if applicable)	Students graduating from the B.S. in Computer Science program in Fall 2010.	
Data Collection Point	ENGL 3405	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Meets the requirements necessary to earn a grade of "A" as defined by the English Department's evaluation criteria for 2000-level and above courses		
Percent of Students with Exemplary Performance	33	%
Description of Proficient Performance (Meets Expectations) by a Student		
Meets the requirements necessary to earn a grade of "B" as defined by the English Department's evaluation criteria for 2000-level and above courses		
Percent of Students with Proficient Performance	33	%
Description of Developing Performance (Does Not Meet) by a Student		
Meets the requirements necessary to earn a grade of "C" as defined by the English Department's evaluation criteria for 2000-level and above courses		
Percent of Students with Developing Performance	33	%
Description of Unacceptable Performance by a Student		
Portfolio exhibits work that would result in a grade of "D" or "F" as defined by the English Department's evaluation criteria for 2000-level and above courses		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Work with the English department to create more assignments that require the types of technical writing peculiar to computer science, including help files, software manuals, and web pages. Results are Satisfactory	
Next Scheduled Assessment	2012-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-04: Prepare and give effective technical presentations.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Participation in a panel discussion of selected professional and ethical issues like Wikileaks, Facebook privacy, and cyberwarfare. Performance was evaluated as satisfactory or unsatisfactory.	
Student Sampling Process (if applicable)	Students enrolled in CS 3280 Fall 2010	
Data Collection Point	CS 3280	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
N/A		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
To receive a satisfactory evaluation, the student had to: Participate on a panel; Submit a journal entry that met the requirements; Participate in questioning and discussion.		
Percent of Students with Proficient Performance	71	%
Description of Developing Performance (Does Not Meet) by a Student		
N/A		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students did not meet the requirements for a satisfactory evaluation.		
Percent of Students with Unacceptable Performance	29	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Conduct panels and discussions in other upper-level classes whose content motivates professional, social, and ethical issues. Database, software engineering, and capstone courses would all be appropriate. Results are Satisfactory	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-06: Apply the scientific method in a traditional lab science.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Performance in three science courses intended for science majors, as required by the CS program.	
Student Sampling Process (if applicable)	Fall 2010 B.S. in Computer Science graduates	
Data Collection Point	Lab science courses	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Course work at the A-level		
Percent of Students with Exemplary Performance	9	%
Description of Proficient Performance (Meets Expectations) by a Student		
Course work at the B-level		
Percent of Students with Proficient Performance	10	%
Description of Developing Performance (Does Not Meet) by a Student		
Course work at the C-level		
Percent of Students with Developing Performance	6	%
Description of Unacceptable Performance by a Student		
Course work at the D- or F- level		
Percent of Students with Unacceptable Performance	2	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Add components to computer-science courses, especially at the 3000- and 4000-level, that explicitly demonstrate and apply the scientific method as it pertains to computer science so that students make the connection between what they learn in their lab scResults are Satisfactory	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-03: Recognize and analyze social, professional, and ethical issues and responsibilities they may face as computing professionals.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Participation in a panel discussion of selected professional and ethical issues like Wikileaks, Facebook privacy, and cyberwarfare. Performance was evaluated as satisfactory or unsatisfactory.	
Student Sampling Process (if applicable)	Students enrolled in CS 3280 for Fall 2010.	
Data Collection Point	CS 3280	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
N/A		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
To receive a satisfactory evaluation, the student had to: Participate on a panel; Submit a journal entry that met the requirements; and Participate in questioning and discussion.		
Percent of Students with Proficient Performance	71	%
Description of Developing Performance (Does Not Meet) by a Student		
N/A		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students did not meet the requirements for a satisfactory evaluation.		
Percent of Students with Unacceptable Performance	29	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Conduct panels and discussions in other upper-level classes whose content motivates professional, social, and ethical issues. Database, software engineering, and capstone courses would all be appropriate. Results are Satisfactory	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Bachelor of Science with a Major in Computer Science	
Learning Outcome	PO-01: Apply fundamental concepts of computer science, software engineering, and mathematics in the modeling, design, and implementation of computer systems of varied complexity; and further apply these fundamental concepts to adapt to unfamiliar technology	
Semester Assessed	2011-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students participate in a class project that tests their ability to apply computer science, software engineering, and mathematics concepts as they model, design, and implement of a complex computer system using both familiar and novel technologies and met	
Student Sampling Process (if applicable)	Students enrolled in CS 4982 for Spring 2010.	
Data Collection Point	CS 4982	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student contribution ranking greater than one standard deviation from the mean		
Percent of Students with Exemplary Performance	16	%
Description of Proficient Performance (Meets Expectations) by a Student contribution ranking greater than or equal to the mean		
Percent of Students with Proficient Performance	37	%
Description of Developing Performance (Does Not Meet) by a Student contribution ranking greater than one standard deviation below the mean		
Percent of Students with Developing Performance	32	%
Description of Unacceptable Performance by a Student contribution ranking less than one standard deviation below the mean		
Percent of Students with Unacceptable Performance	16	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2012-1	

Appendix 4 (Master of Science with Major in Biology)

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Master of Science with a Major in Biology	
Learning Outcome	Students will communicate scientific information through the acquisition, organization, or presentation of scientific information in written or oral form.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students are assigned data from the primary literature to analyze and present.	
Student Sampling Process (if applicable)	All graduate students in a section are included.	
Data Collection Point	BIOL 5727 and BIOL 5729. Classes with a significant written or oral presentation were selected	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
EXCEEDS ? must receive no more than one 3 and the rest 4s in the other areas of the rubric (Total = 11-12 equivalent to grade		
Percent of Students with Exemplary Performance	64	%
Description of Proficient Performance (Meets Expectations) by a Student		
MEETS ? may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric (Total = 9-10 equivalent to grades B and C).		
Percent of Students with Proficient Performance	18	%
Description of Developing Performance (Does Not Meet) by a Student		
APPROACHES ? may receive no more than one 1 and a combinations of 2s, 3s, or 4s, in the other areas of the rubric (Total = 5-9 equivalent to grade D).		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
FAILS ? (total less than 5 equivalent to grade F)		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	May require additional data given too few students to provide meaningful results. Results are Satisfactory	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment (if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Master of Science with a Major in Biology	
Learning Outcome	Students will communicate scientific information through the acquisition, organization, or presentation of scientific information in written or oral form.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students are assigned data from the primary literature to analyze and present.	
Student Sampling Process (if applicable)	All graduate students in a section are included.	
Data Collection Point	BIOL 5727 and BIOL 5729. Classes with a significant written or oral presentation were selected	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
EXCEEDS ? must receive no more than one 3 and the rest 4s in the other areas of the rubric (Total = 11-12 equivalent to grade		
Percent of Students with Exemplary Performance	64	%
Description of Proficient Performance (Meets Expectations) by a Student		
MEETS ? may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric (Total = 9-10 equivalent to grades B and C).		
Percent of Students with Proficient Performance	18	%
Description of Developing Performance (Does Not Meet) by a Student		
APPROACHES ? may receive no more than one 1 and a combinations of 2s, 3s, or 4s, in the other areas of the rubric (Total = 5-9 equivalent to grade D).		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
FAILS ? (total less than 5 equivalent to grade F)		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	May require additional data given too few students to provide meaningful results. Results are Satisfactory	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Master of Science with a Major in Biology	
Learning Outcome	Students will communicate scientific information through the acquisition, organization, or presentation of scientific information in written or oral form.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students given a literature assignment and questions that assess ability to critically analyze scientific information	
Student Sampling Process (if applicable)	Students who are enrolled in BIOL 6984 Graduate Seminar	
Data Collection Point	data not collected	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
must receive no more than one 3 and the rest 4s in the other areas of the rubric (Total = 11-12 equivalent to grade A)		
Percent of Students with Exemplary Performance	64	%
Description of Proficient Performance (Meets Expectations) by a Student		
may receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric (Total = 9-10 equivalent to grades B and C)		
Percent of Students with Proficient Performance	18	%
Description of Developing Performance (Does Not Meet) by a Student		
may receive no more than one 1 and a combinations of 2s, 3s, or 4s, in the other areas of the rubric (Total = 5-9 equivalent to grade D)		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
(total less than 5 equivalent to grade F)		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	data insufficient for an improvement plan to be plannedResults are Satisfactory	
Next Scheduled Assessment	2011-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Master of Science with a Major in Biology	
Learning Outcome	Students will communicate scientific information through the acquisition, organization, or presentation of scientific information in written or oral form.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students are assigned data from the primary lieterature to analyze and present	
Student Sampling Process (if applicable)	All graduate students in the program are expected to be in this seminar	
Data Collection Point	BIOL 6984	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Must receive no more than one 3 and the rest 4s in the other areas of the rubric; (Total = 11-12 equivalent to grade A)		
Percent of Students with Exemplary Performance	47	%
Description of Proficient Performance (Meets Expectations) by a Student		
May receive no more than one 2 and a combination of 3s and 4s in the other areas of the rubric; (Total = 9-10 equivalent to grades B and C)		
Percent of Students with Proficient Performance	40	%
Description of Developing Performance (Does Not Meet) by a Student		
May receive no more than one 1 and a combinations of 2s, 3s, or 4s, in the other areas of the rubric; (Total = 5-9 equivalent to grade D)		
Percent of Students with Developing Performance	13	%
Description of Unacceptable Performance by a Student		
Total less than 5; equivalent to grade F		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Continue to collect additional data each semester primarily from Graduate Biology SeminarResults are Satisfactory	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Science and Mathematics	
Academic Program	Master of Science with a Major in Biology	
Learning Outcome	Students will communicate scientific information through the acquisition, organization, or presentation of scientific information in written or oral form.	
Semester Assessed	2010-1	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Instruct undergraduate laboratory section	
Student Sampling Process (if applicable)	Graduate Assistants	
Data Collection Point	BIOL 1010L, 1107L, 2107L, 1108L	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student evaluations significantly above departmental average		
Percent of Students with Exemplary Performance	57	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student evaluations significantly at or near departmental average		
Percent of Students with Proficient Performance	14	%
Description of Developing Performance (Does Not Meet) by a Student		
Student evaluations below departmental average		
Percent of Students with Developing Performance	14	%
Description of Unacceptable Performance by a Student		
Student evaluations significantly below departmental average		
Percent of Students with Unacceptable Performance	14	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2010-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Science and Mathematics		

College/School Specific Reports

College of Social Sciences

The College of Social Sciences offers the following academic programs:

Bachelor of Arts with a major in Political Science & Planning
Bachelor of Arts with a major in Psychology
Bachelor of Science with a major in Anthropology
Bachelor of Science with a major in Criminology
Bachelor of Science with a major in Criminology (online)
Bachelor of Science with a major in Mass Communications
Bachelor of Science with a major in Political Science & Planning
Bachelor of Science with a major in Sociology
Master of Arts with a major in Criminology
Master of Arts with a major in Psychology
Master of Arts with a major in Sociology
Master of Public Administration
Master of Urban and Regional Planning
Doctorate of Philosophy in Psychology
Post-Baccalaureate Certificate in Integrative Health
Post-Baccalaureate Certificate in Public Management

In addition to the Carrollton Campus, the following programs are offered at off-campus sites or online:
Bachelor of Science with a major in Criminology (online)

For this assessment summary, the following academic programs are included as a representative sample of the academic program offerings within the College of Social Sciences:

Bachelor of Science with a major in Criminology (online)
Bachelor of Science with a major in Mass Communications
Master of Arts with a major in Sociology
Doctorate of Philosophy in Psychology/Consciousness and Society

Why were these programs selected to represent all programs and locations listed above? How is this sample justified and representative of program offerings and locations?

This sample represents programs at the bachelor's, master's and doctoral levels, includes programs offered at the Carrollton campus and exclusively online, pulls from four of our six academic departments in the College, and represents a mix of established and new programs.

For each program in this sample, the College of Social Sciences provides the following detailed analysis of program learning outcomes, measurements of these learning outcomes, and improvements based on analysis of the results. This is a summary of each program and/or program location identified in the sample above.

Degree Program: Bachelor of Science with a major in Criminology
Degree program Location: Online

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1) Knowledge of the main theories in criminology that offer various ways of understanding why people commit crimes.	Evaluation of students' performance on a written assignment completed as part of CRIM 3240: Criminological Theory
2) Knowledge of the basic research methods in the social sciences.	Evaluation of students' performance on a comprehensive project completed as part of CRIM 4000: Research Methodology
3) Knowledge of career options and job preparedness in criminology/criminal justice, including pursuit of advanced degrees.	Evaluation of students' portfolio assignment completed as part of CRIM 4284: Senior Capstone

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

Based on lower than desired scores in learning outcome one, theory, in Fall 2012 the assessment alerted the faculty that a single assessment was not satisfactory as several students scored undesirably on the rubric due to missing the assessment. In order to eliminate this problem, multiple iterations of the assignment were required to identify at risk students. After completing the pedagogical changes, nearly 80% of students scored in the acceptable range which was satisfactory in Fall 2013.

Based on lower than desired scores in learning outcome two, methods, in Fall 2012 the assessment alerted the faculty to the fact that a large number of students were scoring unacceptable on the rubric. A problem was identified with cross listing, as well as the larger course sizes that were a direct effect of rapid growth in the major. In order to account for this, cross-listing was eliminated and in spring 2013 an effort was made to integrate methodology and methodological examples across the curriculum, which seemed to have a direct impact. Class sizes were also reduced from 40 to 30 in fall 2013 and we are waiting on the results to see if this change had a desirable impact.

No Changes were made in the assessment for learning outcome three as results have consistently been satisfactory.

Attached to this report are the learning outcome assessment reports from this program and location as well as the most recent completed comprehensive program review.

Degree Program: Bachelor of Science with a major in Mass Communications

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
<p>1) Students will demonstrate <i>awareness</i> of paramount economic, ethical, legal/policy, theory/research, social and/or technological issues facing convergence journalism, digital media, film and/or public relations industries, as well as the role of historical and contemporary stakeholders within the context of freedom of speech, freedom of press, media competition, media convergence, diversity and/or social responsibility.</p>	<p>COMM 1154 Introduction to Mass Communications - Exam Average</p> <p>COMM 2254 Media Ethics – Exam/Essay Average</p>
<p>2) Students will demonstrate <i>understanding</i> of paramount economic, ethical, legal/policy, theory/research, social and/or technological issues facing convergence journalism, digital media, film and/or public relations industries, as well as the role of historical and contemporary stakeholders within the context of freedom of speech, freedom of press, media competition, media convergence, diversity and/or social responsibility.</p>	<p>COMM 3313 Public Relations Principles – Asynchronous Discussion Average</p> <p>COMM 3350 Telecommunication & Electronic Media Industries – Exam Average</p> <p>COMM 3355 – Exam Average</p> <p>COMM 4413 Public Relations Cases – Research Project</p> <p>COMM 4414 Public Relations Management – Crisis Protocol Assignment</p> <p>COMM 4454 Media Law - Research Paper/Exam Average</p> <p>COMM 4484 Mass Communications Research Methods - Exam/Experiential Research Project Average</p>
<p>3) Students will demonstrate <i>ability to relate and/or apply</i> concepts, theory/research, and professional principles to analyze and synthesize information, create, develop, produce, and/or write convergence journalism, digital media, film and/or public relations communications for converging digital, multi- and traditional media platforms.</p>	<p>COMM 3301 Writing & Reporting for Newspapers I – AP Quiz Average/Inverted Pyramid News Story</p> <p>COMM 3351 Radio Program Production – Lab Assignments Average</p> <p>COMM 3352 Fundamentals of Video Production - VO/SOT</p> <p>COMM 3353 Fundamental of Film Production –</p>

	Person/Place Portrait Assignment COMM 4403 Photojournalism – Technical Midterm COMM 4451 Public Relations Writing – Quiz/Writing/Portfolio Average
<p style="text-align: center;">Operational Definitions</p> <p>The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is defined as familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects. Understanding is defined as assimilation and comprehension of information, concepts, theories and ideas. Application is defined as competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.</p>	

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

Please only list changes that have been implemented based on assessment of results, examples are below:

- Analysis indicates that students are primarily performing at the Exemplary or Proficient levels across courses, and are thereby consistently meeting or exceeding program learning outcomes. There were, however, two cases in which improvements were necessary at the course level. Effective Fall 2012, additional opportunities to practice Associated Press style were integrated in the sample assessment section of COMM 3301, which satisfies Objective 3, and all students averaged 71 - 93 on subsequent in-class APA exercises.

Additionally, analysis suggested that inadequate classroom management skills may have contributed to 10 of 58 (17%) students performing at the Developing level and 4 of 58 (7%) at the Unacceptable level in a large sample assessment section of COMM 1154 (Spring 2011), which satisfies Objective 1. A senior faculty member was assigned the subsequent large section of COMM 1154 (Fall 2011) and only 2 of 87 (2%) students performed at the Developing level, and only 1 of 87 (1%) at the Unacceptable level. The senior faculty member demonstrated advanced classroom management skills which realized increased instruction time to engage students.

Also, it is important to note that there have only been two data collection/analysis points - 2011-2012 and 2012 – 2013, and a third one is scheduled for the current academic year, 2013 -2014. Therefore, issues regarding the validity of assessment measures and the consistency of data in regards to revealing patterns that justify course/program modifications are still under observation.

Ideally, course/program modifications should be made based on a minimum of five data collection/analysis points.

Attached to this report are the learning outcome assessment reports from this program and location as well as the most recent completed comprehensive program review.

Degree Program: Master of Arts with a major in Sociology

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1) Understand and apply sociological theories.	Evaluation of students' performance on a research paper assignment completed as part of SOCI 6305: Critical Social Analysis
2) Understand and apply qualitative research methodologies.	Evaluation of a research proposal assignment completed as part of SOCI 6660: Institutional Ethnography
3) Understand and apply quantitative research methodologies.	Evaluation of students' performance on a statistical analysis paper assignment completed as part of SOCI 6015: Managing Data

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:
We did not implement changes since the assessment of learning outcomes revealed a high percentage of students producing High or Acceptable scores. The Unacceptable scores were obtained primarily by students who had yet to complete the assignments at the time of the evaluation.
Attached to this report are the learning outcome assessment reports from this program and location as well as the most recent completed comprehensive program review.

Degree Program: Doctorate of Philosophy in Psychology/Consciousness and Society

Degree program Location: Carrollton

Measurable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1) Students will demonstrate understanding of current frameworks for understanding consciousness, as well as an in-depth understanding of the intersection of consciousness and society from a Humanistic, Critical, or Transpersonal orientation.	Evaluation of students' performance on assignments completed in PSYC 8000 (Consciousness and Experience), as well students' performance in at least one of the following courses: PSYC 8007: Critical Foundations of Psychology, PSYC 8008: Humanistic Foundations of Psychology, or PSYC 8009: Transpersonal Foundations of Psychology.
2) Students will demonstrate understanding of the dialectical relationship between subjectivity and culture.	Evaluation of students' performance on assignments completed in PSYC 8001: Culture and Subjectivity.
3) Student will demonstrate understanding of how to conduct and evaluate human science (i.e., Qualitative) methodological research.	Evaluation of students' performance on assignments completed in PSYC 8005: Human Science Methodologies and PSYC 8006: Advanced Human Science Methodologies.
4) Students will demonstrate understanding of basic issues in mind/body psychology, such as the phenomenology of embodied consciousness, psychoneuroimmunology, neuroscience, holistic health and contemplative disciplines.	Evaluation of students' performance on assignments completed in PSYC 8002: Studies in Mind/Body.

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

This program is still in its infancy and has only graduated 2 students. Assessment of learning outcomes will continue and changes made as the program becomes more established in the coming years. One clear addition to the PhD program's assessment standards has been the addition of PSYC 9002 (Doctoral Qualifying Seminar). PSYC 9002 is a required course that all students must take and pass following the completion of their coursework. Successful completion of PSYC 9002 requires that students demonstrate, via an oral exam, an accurate grasp and original reflection on ideas, concepts, and research findings to which they have been exposed in the required core and foundations courses for the doctoral program, as well as how they plan to integrate such learning into an original line of dissertation-level research. Unsatisfactory performance on the oral exam, as judged by two faculty members, requires a second presentation. After two unsatisfactory demonstrations, the student will not be allowed to continue in the doctoral program. Successful completion vets students to begin work on their dissertation proposals.

Attached to this report are the learning outcome assessment reports from this program and location as well as the most recent completed comprehensive program review.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Criminology – Online	
Learning Outcome	Knowledge of the main theories in criminology that offer various ways of understanding why people commit crimes.	
Semester Assessed	2012-3 and 2013-3	
Assessment Type or Artifact	Written Assignment in 2012, revised in Fall 2013	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Students were assessed on a written assignment and scored on a rubric. (F2012) Student performance on an assignment requiring an explanation of how criminological theory is manifested in popular media was evaluated and ranked according to the attached rubric. (F2013)	
Student Sampling Process (if applicable)	All students enrolled in the course were assessed.	
Data Collection Point	CRIM 3240 Fall 2012 N01 / CRIM 3240 Fall 2013 N01	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student scored 1 on the rubric		
Percent of Students with Exemplary Performance	43 / 33	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student scored 2 on the rubric		
Percent of Students with Proficient Performance	30 / 46	%
Description of Developing Performance (Does Not Meet) by a Student		
Student scored 3 on the rubric		
Percent of Students with Developing Performance	12 / 10	%
Description of Unacceptable Performance by a Student		
Student scored 4 on the rubric		
Percent of Students with Unacceptable Performance	15 / 10	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	(F2012) Students who scored in the unacceptable range either did not submit the assignment, or did not follow directions. In future courses, multiple iterations of the assessment will be required to more quickly identify at risk students. (F2013) Results are Satisfactory. With nearly 80% of students scoring at acceptable levels, results are satisfactory. However future performances will be monitored and improvements made as necessary.	
Next Scheduled Assessment	2014-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Criminology - Online	
Learning Outcome	Knowledge of career options and job preparedness in criminology/criminal justice, including pursuit of advanced degrees.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Students are required to complete a comprehensive portfolio of all assignments in the capstone course.	
Student Sampling Process (if applicable)	Criminology Capstone Fall 2012. All students participated.	
Data Collection Point	Crim 4284 N02	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students Scored 1 on the rubric		
Percent of Students with Exemplary Performance	43	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students Scored 2 on the rubric		
Percent of Students with Proficient Performance	53	%
Description of Developing Performance (Does Not Meet) by a Student		
Students Scored 3 on the rubric		
Percent of Students with Developing Performance	4	%
Description of Unacceptable Performance by a Student		
Students Scored 4 on the rubric		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory - None	
Comments on Planned Improvement	Results are Satisfactory - None	
Next Scheduled Assessment	Fall 2014	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Criminology	
Learning Outcome	Knowledge of career options and job preparedness in criminology/criminal justice, including pursuit of advanced degrees.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Students are required to complete a comprehensive portfolio of all assignments in the capstone course.	
Student Sampling Process (if applicable)	All students in the course Participated	
Data Collection Point	Crim 4284 N01	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students Scored 1 on the rubric		
Percent of Students with Exemplary Performance	36	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students Scored 2 on the rubric		
Percent of Students with Proficient Performance	53	%
Description of Developing Performance (Does Not Meet) by a Student		
Students Scored 3 on the rubric		
Percent of Students with Developing Performance	8	%
Description of Unacceptable Performance by a Student		
Students Scored 4 on the rubric		
Percent of Students with Unacceptable Performance	3	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory - None	
Comments on Planned Improvement	Results are Satisfactory - None	
Next Scheduled Assessment	Fall 2014	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Criminology	
Learning Outcome	Knowledge of the basic research methods in the social sciences.	
Semester Assessed	2012-3 / 2013-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Students will be evaluated on a comprehensive project and scored on a rubric regarding major concepts in research methods for criminology	
Student Sampling Process (if applicable)	One online section of research methods was offered in the fall 2012 and fall 2013, all students were included	
Data Collection Point	CRIM 4000	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student scored 1 on the rubric		
Percent of Students with Exemplary Performance	36 / 21	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student scored 2 on the rubric		
Percent of Students with Proficient Performance	0 / 17	%
Description of Developing Performance (Does Not Meet) by a Student		
Student scored 3 on the rubric		
Percent of Students with Developing Performance	9 / 7	%
Description of Unacceptable Performance by a Student		
Student scored 4 on the rubric		
Percent of Students with Unacceptable Performance	53 / 55	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	<p>This course was offered as cross-listed with SOCI 4000, which seems to create difficulty for some students. In the future, cross-listing will be eliminated. Also, 45% of the students who scored 4 on the rubric did not complete the assignment. This may be due to larger course sizes where students can be lost. As resources permit, class size will be reduced. Criminology is also exploring a performance center for at-risk students in major core courses. If identified early, these students would be eligible for additional help from faculty.</p> <p>In Spring 2013, we moved to reinforce concepts in class, review sessions, and integrate assignments with other upper division required courses. CRIM 4000 was linked with other upper division courses to include methodological assignments across the curriculum. In spring, the percentage of students who scored at each acceptable level after the change was slightly</p>	

	<p>higher, and we expect it to continue to rise as integration across the curriculum is completed. As of Fall 2013, eliminating cross listing and a somewhat smaller class size (40-30) did not have the desired effect. Research methods will be integrated more fully throughout the curriculum starting at the 2000 level. Results from this change will take several cycles to be fully implemented, but we should see gradual improvements as students progress through the program.</p>
Next Scheduled Assessment	Fall 2014
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
College of Social Sciences	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate awareness and understanding of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personaliti	
Semester Assessed	2010-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 4454 - Media Law	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Research paper score of 90 or above		
Percent of Students with Exemplary Performance	9	%
Description of Proficient Performance (Meets Expectations) by a Student		
Research paper score in the range of 70 - 89		
Percent of Students with Proficient Performance	87	%
Description of Developing Performance (Does Not Meet) by a Student		
Research paper score in the range of 60 - 69		
Percent of Students with Developing Performance	4	%
Description of Unacceptable Performance by a Student		
Research paper score of 59 or below		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Note 4% in Developing category equals one student. Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate awareness of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personalities and stakeholder	
Semester Assessed	2011-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 1154 - Introduction to Mass Communications	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Exam Average 90 or above (three exams)		
Percent of Students with Exemplary Performance	19	%
Description of Proficient Performance (Meets Expectations) by a Student		
Exam Average 70 - 89 (three exams)		
Percent of Students with Proficient Performance	40	%
Description of Developing Performance (Does Not Meet) by a Student		
Exam Average 60 - 69 (three exams)		
Percent of Students with Developing Performance	17	%
Description of Unacceptable Performance by a Student		
Exam Average 59 or below (three exams)		
Percent of Students with Unacceptable Performance	24	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Reduce student to teacher ratio for junior faculty members to heighten student engagementOther	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate ability to relate and apply concepts, theory, and professional principles to create, develop, produce, and/or write convergence journalism, film and media arts, and public relations communications for converging traditional, digi	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 4451 - Public Relations Writing	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Average in the range of 90 - 100 (combined quiz and writing samples averages)		
Percent of Students with Exemplary Performance	7	%
Description of Proficient Performance (Meets Expectations) by a Student		
Average in the range of 70 - 89 (combined quiz and writing samples averages)		
Percent of Students with Proficient Performance	86	%
Description of Developing Performance (Does Not Meet) by a Student		
Average in the range of 60-69 (combined quiz and writing samples averages)		
Percent of Students with Developing Performance	7	%
Description of Unacceptable Performance by a Student		
Average of 59 or below (combined quiz and writing samples averages)		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate ability to relate and apply concepts, theory, and professional principles to create, develop, produce, and/or write convergence journalism, film and media arts, and public relations communications for converging traditional, digi	
Semester Assessed	2012-3	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	All students were assessed for one section. Metric was their performance on their final media production project, with no outliers	
Data Collection Point	COMM 3352 - Fundamentals of Video Production	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Earned an A (90% or higher) on Final Group Project. The score for the project comprised technical and aesthetic points and an evaluation of investigatory thoroughness.		
Percent of Students with Exemplary Performance	68	%
Description of Proficient Performance (Meets Expectations) by a Student		
Earned a B or C (70% -89.9%) on Final Group Project. The score for the project comprised technical and aesthetic points and an evaluation of investigatory thoroughness.		
Percent of Students with Proficient Performance	32	%
Description of Developing Performance (Does Not Meet) by a Student		
Earned a D (60% -69.9%) on Final Group Project. The score for the project comprised technical and aesthetic points and an evaluation of investigatory thoroughness.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Earned an F (59.9% or lower) on Final Group Project. The score for the project comprised technical and aesthetic points and an evaluation of investigatory thoroughness.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Since the metric used in this evaluation references group creative work in a fundamental skills course, the better metric for the next evaluation will be a mid-term examination that measures individual students understanding of important technical and theResults are Satisfactory	
Next Scheduled Assessment	2013-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate awareness and understanding of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personaliti	
Semester Assessed	2013-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>Three tests over the course of the semester.</p> <p>The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- aware</p>	
Student Sampling Process (if applicable)	Spring 2013	
Data Collection Point	COMM 4454-Media Law	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students who averaged 90% or higher		
Percent of Students with Exemplary Performance	6	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students who averaged between 70-89%.		
Percent of Students with Proficient Performance	60	%
Description of Developing Performance (Does Not Meet) by a Student		
Students who averaged between 60-69%.		
Percent of Students with Developing Performance	20	%
Description of Unacceptable Performance by a Student		
Students who averaged 59% and below.		
Percent of Students with Unacceptable Performance	14	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Even though 12 students, 34.28% of the student sample earned a D or F on the assessment, the assessment average is 72.63%, which is an acceptable percentage for the rigor of this course. Results are Satisfactory	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate understanding of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personalities and stakeho	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 2254 - Media Ethics	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Average of 90 or above (combined essays and exams)		
Percent of Students with Exemplary Performance	36	%
Description of Proficient Performance (Meets Expectations) by a Student		
Average in the range of 70 - 89 (combined essays and exams)		
Percent of Students with Proficient Performance	61	%
Description of Developing Performance (Does Not Meet) by a Student		
Average in the range of 60 - 69 (combined essays and exams)		
Percent of Students with Developing Performance	3	%
Description of Unacceptable Performance by a Student		
Average of 59 or below (combined essays and exams)		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate ability to relate and apply concepts, theory, and professional principles to create, develop, produce, and/or write convergence journalism, film and media arts, and public relations communications for converging traditional, digi	
Semester Assessed	2012-3	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The student will develop an understanding of the basic equipment, terminology, and production techniques used in radio production through three lab assignments utilizing radio program production technology. The Accrediting Council on Education in Journ	
Student Sampling Process (if applicable)	Fall 2012	
Data Collection Point	COMM 3351-Radio Program Production	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students who averaged 90% or above.		
Percent of Students with Exemplary Performance	44	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students who averaged between 70-89%.		
Percent of Students with Proficient Performance	50	%
Description of Developing Performance (Does Not Meet) by a Student		
Students who averaged between 60-69%.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students who averaged 59% and below.		
Percent of Students with Unacceptable Performance	6	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Note 6% in Unacceptable category equals a frequency of one student who did not complete 2 of 3 lab assignments. Results are Satisfactory	
Next Scheduled Assessment	2013-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate ability to relate and apply concepts, theory, and professional principles to create, develop, produce, and/or write convergence journalism, film and media arts, and public relations communications for converging traditional, digi	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 3301 - Writing & Reporting for Newspapers I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Average of 90 or above (combined in-class exercise, exams, and semester project)		
Percent of Students with Exemplary Performance	50	%
Description of Proficient Performance (Meets Expectations) by a Student		
Average in the range of 70 - 89 (combined in-class exercise, exams, and semester project)		
Percent of Students with Proficient Performance	50	%
Description of Developing Performance (Does Not Meet) by a Student		
Average in the range of 60 - 69 (combined in-class exercise, exams, and semester project)		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Average of 59 or below (combined in-class exercise, exams, and semester project)		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate ability to relate and apply concepts, theory, and professional principles to create, develop, produce, and/or write convergence journalism, film and media arts, and public relations communications for converging traditional, digi	
Semester Assessed	2011-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 3301 - Writing & Reporting for Newspapers I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Quiz average of 90 or above		
Percent of Students with Exemplary Performance	20	%
Description of Proficient Performance (Meets Expectations) by a Student		
Quiz average in the range of 70 - 89		
Percent of Students with Proficient Performance	47	%
Description of Developing Performance (Does Not Meet) by a Student		
Quiz average in the range of 60 - 69		
Percent of Students with Developing Performance	20	%
Description of Unacceptable Performance by a Student		
Quiz average of 59 or below		
Percent of Students with Unacceptable Performance	13	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	
Comments on Planned Improvement	Will dedicate more class time to and assignments on Associated Press practice exercisesPedagogy	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate awareness of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personalities and stakeholder	
Semester Assessed	2012-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 1154 - Introduction to Mass Communications	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Exam Average 90 or above (three exams)		
Percent of Students with Exemplary Performance	36	%
Description of Proficient Performance (Meets Expectations) by a Student		
Exam Average 70 - 89 (three exams)		
Percent of Students with Proficient Performance	61	%
Description of Developing Performance (Does Not Meet) by a Student		
Exam Average 60 - 69 (three exams)		
Percent of Students with Developing Performance	2	%
Description of Unacceptable Performance by a Student		
Exam Average 59 or below (three exams)		
Percent of Students with Unacceptable Performance	1	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate awareness of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personalities and stakeholder	
Semester Assessed	2011-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 1154 Online - Introduction to Mass Communications	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Exam Average 90 or above (three exams)		
Percent of Students with Exemplary Performance	13	%
Description of Proficient Performance (Meets Expectations) by a Student		
Exam Average 70 -89 (three exams)		
Percent of Students with Proficient Performance	77	%
Description of Developing Performance (Does Not Meet) by a Student		
Exam Average 60-69 (three exams)		
Percent of Students with Developing Performance	3	%
Description of Unacceptable Performance by a Student		
Exam Average 59 or below (three exams)		
Percent of Students with Unacceptable Performance	7	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Three students (10%) averaged 60 or below, two of which due to incomplete exams Results are Satisfactory	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate awareness of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personalities and stakeholder	
Semester Assessed	2011-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 1154 Online - Introduction to Mass Communications	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Exam average of 90 or above (three exams)		
Percent of Students with Exemplary Performance	11	%
Description of Proficient Performance (Meets Expectations) by a Student		
Exam average in the range of 70 - 89 (three exams)		
Percent of Students with Proficient Performance	79	%
Description of Developing Performance (Does Not Meet) by a Student		
Exam average in the range of 60 - 69 (three exams)		
Percent of Students with Developing Performance	11	%
Description of Unacceptable Performance by a Student		
Exam average of 59 or below		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Three students (11%), averaged 60-69, two of which were less than a percentage point away from earning a C. Results are Satisfactory	
Next Scheduled Assessment	2011-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate awareness and understanding of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personaliti	
Semester Assessed	2011-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications -- awareness, understanding, application. Awareness is	
Student Sampling Process (if applicable)	Purposive Sample - One Section	
Data Collection Point	COMM 3313 - Public Relations Principles	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Discussion post average of 90 or above		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Discussion post average in the range of 70 - 89		
Percent of Students with Proficient Performance	70	%
Description of Developing Performance (Does Not Meet) by a Student		
Discussion post average in the range of 60-69		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Discussion post average of 59 or below		
Percent of Students with Unacceptable Performance	4	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Note 4% in Unacceptable category equals one student who did not complete several assignments. Results are Satisfactory	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Bachelor of Science with a Major in Mass Communications	
Learning Outcome	Students will demonstrate awareness and understanding of paramount economic, ethical, legal/policy, and social effects issues facing convergence journalism, film and media arts, and public relations industries, as well as the role of principle personaliti	
Semester Assessed	2012-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Twelve timed quizzes over the course of the semester. The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) purports that three criteria should guide assessment of student learning within journalism and mass communications	
Student Sampling Process (if applicable)	Fall 2012	
Data Collection Point	COMM 3355-Media Programming & Management	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student who earned 90 or more quiz points.		
Percent of Students with Exemplary Performance	25	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students who earned 70-89 quiz points.		
Percent of Students with Proficient Performance	58	%
Description of Developing Performance (Does Not Meet) by a Student		
Students who earned 60-69 quiz points.		
Percent of Students with Developing Performance	8	%
Description of Unacceptable Performance by a Student		
Students who earned 59 points or less quiz points.		
Percent of Students with Unacceptable Performance	8	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Note that 8% in each of the latter two categories equals 2 student who did not complete all quizzes.Results are Satisfactory	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Master of Arts with a Major in Sociology	
Learning Outcome	Understand and apply sociological theories.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students submitted a 5-7 page research paper in which they were required to critically and comparatively engage a social theorist of their choosing using a combination of primary and secondary source material.	
Student Sampling Process (if applicable)	The entire Fall 2012 SOCI 6305 class was selected. There is only one section of the course. The sample is small because our graduate classes tend to be small.	
Data Collection Point	SOCI 6305	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students who earned an A demonstrated a strong understanding of Sociological Theory.		
Percent of Students with Exemplary Performance	69	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students who earned a B demonstrated an adequate understanding of Sociological Theory.		
Percent of Students with Proficient Performance	7	%
Description of Developing Performance (Does Not Meet) by a Student		
Students who earned a C demonstrated a minimum understanding of Sociological Theory.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students who earned an F demonstrated negligible understanding of Sociological Theory.		
Percent of Students with Unacceptable Performance	23	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are Satisfactory	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Master of Arts with a Major in Sociology	
Learning Outcome	Understand and apply sociological theories.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will be assessed on a research paper and scored on a rubric based on their understanding of sociological theories.	
Student Sampling Process (if applicable)	Students were enrolled in a required 6000 level theory course.	
Data Collection Point	SOCI 6305	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Rubric score of 1.		
Percent of Students with Exemplary Performance	70	%
Description of Proficient Performance (Meets Expectations) by a Student		
Rubric score of 2.		
Percent of Students with Proficient Performance	30	%
Description of Developing Performance (Does Not Meet) by a Student		
Rubric score of 3.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Rubric score of 4.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	
Comments on Planned Improvement	Increase familiarity of concepts by way of class discussion, written evaluations, and examination. Pedagogy	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	College of Social Sciences	
Academic Program	Ph.D. in Psychology: Consciousness and Society	
Learning Outcome		
Semester Assessed	2011-1	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will acquire understanding and application of the intersection of Consciousness and Society in classroom performance and research with faculty	
Student Sampling Process (if applicable)	All students are selected	
Data Collection Point	PSYC 8000 Consciousness and Experience	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students in this category performance exceeded expectations based on all doctoral courses combined and their publications and conference presentations		
Percent of Students with Exemplary Performance	41	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students in this category performance met expectations based on performance in all doctoral courses combined and their publications and conference presentations		
Percent of Students with Proficient Performance	54	%
Description of Developing Performance (Does Not Meet) by a Student		
Student in this category performed below expectations in several doctoral courses		
Percent of Students with Developing Performance	5	%
Description of Unacceptable Performance by a Student		
NA		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	At this point our results are satisfactory based on small size and the newness of the program. We are still in a state of continuous improvement as our students move toward the dissertation phase. Results are Satisfactory	
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
College of Social Sciences		

Tanner Health System School of Nursing

The **Tanner Health System School of Nursing** offers the following academic programs:

- Bachelor of Science in Nursing - BSN (pre-licensure)
- Bachelor of Science in Nursing for RN's - RN-BSN (post-licensure)
- Master of Science in Nursing - MSN
- Doctorate in Nursing Education - EdD

In addition to the Carrollton Campus, the following programs are offered at off-campus sites or online:

- The BSN program is offered in Carrollton and Newnan
- The RN-BSN program is offered 51-95% online with face-to-face classes in Carrollton and Newnan
- The MSN and EdD programs are 100% online

For this assessment summary, the following academic programs are included as a representative sample of the academic program offerings within the Tanner Health System School of Nursing:

- BSN – Carrollton
- RN-BSN – Newnan
- MSN – Online
- EdD – Online

Why were these programs selected to represent all programs and locations listed above? How is this sample justified and representative of program offerings and locations?

The programs identified above represent all the offerings of the Tanner Health System School of Nursing. For each program in this sample, the Tanner Health System School of Nursing provides the following detailed analysis of program learning outcomes, measurements of these learning outcomes, and improvements based on analysis of the results. This is a summary of each program and/or program location identified in the sample above.

Degree Program: BSN

Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?*
1) Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan	Performance of a comprehensive physical assessment with accurate documentation in an electronic medical record. Course: <u>NURS 3000</u> , Holistic Health Assessment; evaluated 2012-3
2) Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	Clinical practicum is a real-world interactive patient care experience with direct faculty oversight with corresponding rubric for evaluation. Competency area focus is on Caring, Holism, and Cultural Diversity. Course: <u>NURS 3301</u> , Clinical Practice I; evaluated 2012-3
3) Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	The Assessment Technologies Incorporated (ATI) Fundamentals Assessment. This is a criterion-referenced national benchmark exam. Course: <u>NURS 3201</u> , Healthcare of the Client I; evaluated 2012-3
4) Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	Clinical practicum is a real-world interactive patient care experience with direct faculty oversight with corresponding rubric for evaluation. Competency performance is evaluated weekly. Competency area focus is on Professionalism. Course: <u>NURS 3302</u> , Clinical Practice II; evaluated 2013-1
5) Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.	This learning outcome has not been assessed in the new curriculum. It will be assessed in 2013-2.
6) Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	Clinical practicum is a real-world interactive patient care experience with direct faculty oversight with corresponding rubric for evaluation. Competency performance is evaluated weekly. Competency area focus is on Safety.

	Course: <u>NURS 3301</u> , Clinical Practice I; evaluated 2012-3
7) Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	Clinical practicum is a real-world interactive patient care experience with direct faculty oversight with corresponding rubric for evaluation. Competency performance is evaluated weekly. Competency area focus is on Professionalism. Course: <u>NURS 3302</u> , Clinical Practice II; evaluated 2012-3
8) Utilize effective teaching strategies to empower persons to achieve healthcare goals.	Students create and present a teaching tool to educate patients on medications. The tool and presentation will be evaluated using a rubric. Course: <u>NURS 2102</u> , Path/Pharmacology II; Evaluated 2012-2

*Grading rubrics were used to measure outcomes for each learning activity

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

- The most significant change was the creation of an entirely new concept-based curriculum for the BSN and RN-BSN programs, written in 2011 and offered for the first time in 2012. Mission and learning outcomes changed at that time, and the courses are all new. The assessments here reflect the new concept-based curriculum.
- Faculty think Learning Outcome #3 should be evaluated in NURS 3303, Competency-based Clinical, which will occur in 2013-2.

Assessment practices in the BSN programs became well-established in 2012 -13 with regular evaluation of curricula, programs, and requirements in both programs. Each learning outcome in the BSN program is currently evaluated at a minimum of once per year. Additionally, the SON employs a Total Plan for Evaluation (TPE) that provides the framework for the systematic, ongoing and deliberative assessment of quality and effectiveness in relation to the mission, goals, and expected outcomes of the programs offered. Components of the TPE include expected results, data/evidentiary sources, data collection/analysis/time frame, results and actions, and action plan.

The Undergraduate Program Committee, the BSN director, and the Associate Dean of Undergraduate Education evaluate the quality of the program through the assessment of the new course outcomes. These course outcomes are reviewed at the end of each semester. Additionally, the Evaluating the Caring Community Committee facilitates data collection in relation to program outcomes from current and graduating students, alumni, employers and others in the professional community. Areas of concern and activities to meet action plans for the academic year are referred to the appropriate standing committees or others as appropriate for implementation and follow-up. Documentation of this review process and action plans for each year are reflected annually in the SON minutes and identified in the TPE annual reports.

Degree Program: RN-BSN

Degree program Location: Newnan

Measureable Learning Outcomes for this Academic Program:

Learning Outcome	How is this Learning Outcome measured?*
1) Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan	Performance of a comprehensive physical assessment with accurate documentation in an electronic medical record. Course: <u>NURS 3172</u> , Health Assessment; evaluated 2012-3
2) Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	A self-reflection writing assignment in which the student is asked to reflect on individual social and cultural beliefs and expectations. This paper is evaluated by guidelines found in the syllabus. Course: <u>NURS 4522</u> , Professional Practice Issues and Concepts; evaluated 2012-3
3) Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	Students complete a written group assignment and a poster presentation. Students are to address a clinical nursing problem using best evidence through applying, integrating, and evaluating the research literature. Course: <u>NURS 4523</u> , Nursing Research and Evidence-Based Practice; evaluated 2012-3
4) Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	Students completed a written assignment and were evaluated using a rubric. Course: <u>NURS 4522</u> , Professional Practice Issues and Concepts; evaluated 2012-3
5) Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.	Clinical practicum concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups, and communities, in both traditional and/or non-traditional settings with faculty oversight and corresponding clinical evaluation tool. Results pertain for a competency of Conscience: utilizing leadership/management skills in the delivery of caring, competent, legal and ethical nursing care.

	Course: <u>NURS 4545</u> , Leadership in the Healthcare Community; evaluated 2012-1
6) Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	Clinical practicum concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups, and communities, in both traditional and/or non-traditional settings with faculty oversight and corresponding clinical evaluation tool. Leadership/management skills of communication, decision-making, motivation and managing change, conflict, stress, and time provide the clinical emphasis; as well as the integration of professional nurse caring in the clinical setting. Course: <u>NURS 4545</u> , Leadership in the Healthcare Community; evaluated 2012-1
7) Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	Clinical practicum concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups, and communities, in both traditional and/or non-traditional settings with faculty oversight and corresponding clinical evaluation tool. Course: <u>NURS 4545</u> , Leadership in the Healthcare Community; evaluated 2012-1
8) Utilize effective teaching strategies to empower persons to achieve healthcare goals.	Clinical practicum concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups, and communities, in both traditional and/or non-traditional settings with faculty oversight and corresponding clinical evaluation tool. Results pertain to the competency of communication (oral, written, electronic, and appropriate non-verbal communication). Course: <u>NURS 4545</u> , Leadership in the Healthcare Community; evaluated 2012-1

*Grading rubrics were used to measure outcomes for each learning activity

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

- Faculty have determined that a different assignment should be used to measure Learning Outcome # 8.
- Faculty have decided that, while NURS 4545 is the best course to use for assessing Learning Outcomes #5, #6, #7, and #8, the data analyzed needs to better represent the number of students who have completed clinical within the course.

Assessment practices in both BSN programs became well-established in 2012-13 with regular evaluation of curricula, programs, and requirements in both programs. Each learning outcome in the RN-BSN program is currently evaluated at a minimum of once per year. Additionally, the SON employs a Total Plan for Evaluation (TPE) that provides the framework for the systematic, ongoing and deliberative assessment of quality and effectiveness in relation to the mission, goals, and expected outcomes of the programs offered. Components of the TPE include expected results, data/evidentiary sources, data collection/analysis/time frame, results and actions, and action plan.

The Undergraduate Program Committee and the Associate Dean of Undergraduate Education (also acting as RN-BSN program director) evaluates the quality of the program through the assessment of the new course outcomes. These course outcomes are reviewed at the end of each semester. Additionally, the Evaluating the Caring Community Committee facilitates data collection in relation to program outcomes from current and graduating students, alumni, employers and others in the professional community. Areas of concern and activities to meet action plans for the academic year are referred to the appropriate standing committees or others as appropriate for implementation and follow-up. Documentation of this review process and action plans for each year are reflected annually in the SON minutes and identified in the TPE annual reports.

Degree Program: MSN Nursing

The MSN program has 2 tracks: 1) Nurse Educator and 2) Health Systems Leadership (HSL) with a concentration in either Leader/Manager or Clinical Nurse Leader (CNL) preparation. Postmaster's certificates are available in each track.

Comments concerning Assessment of Post Master's Certification

The curriculum for the postmaster's certificate within the Health Systems Leadership and Nurse Educator tracks contains courses that are part of the HSL and Nurse Educator degree programs. The HSL CNL post-master's certificate includes 6 courses for 16 credit hours; the HSL Leader/Manager and Nurse Educator post-master's certificates each include 5 courses for 13 credit hours. Students who desire to earn a certificate enroll in these classes with degree-seeking students. No separate courses or sections exist for post-master's students. Post-master's students were first admitted to the nursing program in 2007. Since that time, approximately 4-5 students have started the program only to drop out after the first course. To date, only 2 students have persevered and, if successful in remaining courses, should receive a certificate in spring 2014. Because of the low numbers, meaningful aggregate data for this small group have been impossible to collect. Thus these students are part of sample of all MSN students. The SON is considering deactivating this program due to lack of interest and invalid use of resources.

Degree program Location: (Online)

Measureable Learning Outcomes for MSN Academic Program:

Learning Outcome	How is this Learning Outcome measured?*
1) Utilize theoretical models, information systems and technology to perform effectively in a variety of nursing practice, leadership, and educational roles. (Competence and critical thinking).	Scholarly Paper: Literature Review. **Core course: <u>NURS 6400</u> , Scholarly Inquiry in Nursing Concept Analysis Paper and scholarly presentation of middle range nursing theories and borrowed theories used in nursing. Core Course: <u>NURS 6100</u> , Theoretical Foundations of Nursing Practice
2) Critically appraise original research for practice implications in the context of evidence-based practice.	Critiques of research studies, case study applications, evidence-based projects, analysis of data using SPSS and reporting in written and oral form. Core Course: <u>NURS 6500</u> , Data Analysis in Nursing
3) Examine influences on nursing practice and education, including social, economic, ethical, legal, and cultural diversity issues (conscience and critical thinking).	Scholarly written paper examining health care issues and health policy. Core Course: <u>NURS 6300</u> , Health Care Delivery System
4) Implement evidence-based practice competencies to achieve quality outcomes and	Evidence research projects related to leadership or nursing education.

enhance nursing care delivery, leadership and education (critical thinking).	Core Course: <u>NURS 6989</u> , Evidence-Based Project
5) Demonstrate critical thinking skills in implementing changes and making decisions in the delivery of healthcare or in nursing education (change and critical thinking).	Evidence Based Clinical Projects implemented in the clinical setting and Scholarly Paper: Conflict Resolution **Specialty course: <u>NURS 6887</u> , HSL Role Practicum II (Leader/Manager)
6) Develop and implement practice, leadership, management, and teaching strategies for the improvement of healthcare or nursing education (commitment).	Scholarly Paper: Role Differentiation in Nursing Specialty Course: <u>NURS 6187</u> , CNL Practicum I (CNL students)
7) Communicate effectively using a collaborative approach to improve nursing education, the quality of professional nursing practice and the healthcare system (collaboration and communication).	Scholarly Paper: Microsystems Diagnosis Plan with presentation of project findings at clinical site (Leader/Manager); Development and Evaluation of Curricula (Nurse Educator) Specialty Course: <u>NURS 6487</u> , Specialty Nursing Practicum (Nurse Educator and Leader/Manager students)
8) Attain a level of scholarship congruent with preparation for doctoral study (commitment).	Evidenced Based Research Project implemented in the clinical setting. Core Course: <u>NURS 6989</u> , Evidence-Based Project
9) Practice nursing in leadership and education roles in a manner that reflects caring as the essence of nursing (caring)	Narrative journal of self-care processes. Core Course: <u>NURS 6010</u> , Perspectives on Caring in Nursing
10) Engage in advanced nursing practice that reflects a holistic view of self and others and respect for diverse cultures (holism)	Examination of concept of caring for self and others. Core Course: <u>NURS 6010</u> , Perspectives on Caring in Nursing

*Grading rubrics were used to measure outcomes for each learning activity

**Core courses include students seeking the MSN degree; specialty courses include students seeking the MSN degree or the appropriate post-master's certificate.

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

- In response to the new *ACCN Masters Essentials* (2012) and changes in the health care system, a new curriculum with new program learning outcomes was developed for the Health Systems Leadership and Nursing Education tracks in the MSN program and implemented in fall 2013.
- The number of courses was reduced from 17 (36 credits) to 12 (36 credits) to reflect suggestions made in the *Essentials* document. Additionally, the opportunity for deeper learning in each course is possible by offering fewer courses each semester.

- In response to student demand, courses were moved to 100% on line fall 2012. The overwhelming majority of students are employed full time, and this online program offers the flexibility to attend class 24/7.
- Due to the low numbers of postmaster's certificate students and the lack of students who have completed the certificate, the SON Graduate Program Committee is reviewing the need to continue this program. No outcome data are available, since no students have completed the program.
- The format of the syllabi was revised to include MSN program outcomes, course outcomes, and professional standards effective fall 2012 to better measure learning outcomes.
- A graduate student from the English department was hired to assist students with scholarly writing.
- An Instructional Designer was hired in spring 2013 to assist both students and faculty with the on line learning platform as the program changed to 100% online
- A writing associate was hired spring 2013 in to assist graduate students with scholarly writing.
- Smarthinking and Turnitin have been incorporated into courses to provide additional writing resources for the students.

Assessment practices in the MSN program became well-established in 2012 -13 with regular evaluation of curricula, programs, and requirements in all tracks. Each learning objective in the MSN is currently evaluated at a minimum of once per year. Additionally, the SON employs a Total Plan for Evaluation (TPE) that provides the framework for the systematic, ongoing and deliberative assessment of quality and effectiveness in relation to the mission, goals, and expected outcomes of the programs offered. Components of the TPE include expected results, data/evidentiary sources, data collection/analysis/time frame, results and actions, and action plan.

The Graduate Program Committee evaluates the quality of the program through the assessment of the new course outcomes. These course outcomes are reviewed at the end of each semester. Additionally, the Evaluating the Caring Community Committee facilitates data collection in relation to program outcomes from current and graduating students, alumni, employers and others in the professional community. Areas of concern and activities to meet action plans for the academic year are referred to the appropriate standing committees or others as appropriate for implementation and follow-up. Documentation of this review process and action plans for each year are reflected annually in the SON minutes and identified in the TPE annual reports.

Degree Program: EdD in Nursing Education

Degree program Location: (Online)

Measureable Learning Outcomes for the EdD Academic Program:

Learning Outcome	How is this Learning Outcome measured?
1) Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.	Written paper analyzing the risks and opportunities that confront nurse educators as members of a global nursing community. <u>NURS 9001</u> , Current Trends and Issues in Nursing Education
2) Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.	Written paper: Critical analysis addressing curriculum design. <u>NURS 9001</u> , Current Trends and Issues in Nursing Education
3) Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.	Written paper on nursing education issue. <u>NURS 9001</u> , Current Trends and Issues in Nursing Education
4) Advance the scholarship of nursing education.	Written paper addressing Boyer's model of Scholarship. <u>NURS 9001</u> , Current Trends and Issues in Nursing Education
5) Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.	Literature review and research proposal. <u>NURS 9002</u> , Quantitative Research Methods

Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

All of the courses above are first semester courses that were taught for the first time in fall 2012. Therefore, the assessment is limited to only one semester and a formal evaluation has not been possible. Based on feedback from faculty and students, students have experienced difficulty mastering scholarly writing. In an effort to improve student writing, faculty members are now asking students to submit a rough draft of their paper for feedback from the faculty member and the writing associate hired to specifically help with scientific writing. Students are required to submit a draft of the paper to Smarthinking and Turnitin prior to submission of the final paper. Additionally, students are encouraged to utilize the various scholarly writing resources available through the online EdD in Nursing Education Writing and Editorial Assistance D2L course lead by the EdD Writing Associate. Lastly, additional sources of writing assistance for the doctoral students include UWG Writing Center.

Attached to this report are the learning outcome assessment reports from all Tanner Health System programs. The most recent Comprehensive Program Review (CPR) for nursing programs was completed in 2008; The 2013 CPR is in process and will be completed at the end of the 2013-14 academic year.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	1. Provide Holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of health care in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	All students in graded course will complete a comprehensive physical assessment and document accurately in an electronic medical record.	
Student Sampling Process (if applicable)	All students enrolled in Nursing 3000 Fall 2012 on the Carrollton campus	
Data Collection Point	Nursing 3000	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90-100 exceeded competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Exemplary Performance	89	%
Description of Proficient Performance (Meets Expectations) by a Student		
75-89 met competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Proficient Performance	11	%
Description of Developing Performance (Does Not Meet) by a Student		
0-74 does not meet competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	

Comments on Planned Improvement	none
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	2. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated weekly using the guidelines set forth in a clinical evaluation tool.</p> <p>This course and the corresponding rubric evaluate student performance in many areas. However, student performance for the competency area focusing on Caring, Holism, and Cultural Diversity will be used to assess this program learning goal. This competency is evaluated weekly for 14 weeks. The mean score for the 14 weeks will be used to determine student performance level. Students' weekly scores are included in the performance document.</p>	
Student Sampling Process (if applicable)	Scores from all students who completed NURS 3301-01, Clinical Practice I in fall 2012 are included.	
Data Collection Point	NURS 3301-01, Clinical Practice I in fall 2012	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
2 --- For Clinical Practice I at least 50% of students will earn an average score of 2 for this competency. A score of 2 means that the student is able to meet clinical objectives pertaining to this competency with minimal direction/supervision from the instructor. Student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Exemplary Performance	85	%
Description of Proficient Performance (Meets Expectations) by a Student		

1.5 ? 1.9 ---- For Clinical Practice I at least 40% of students will earn an average score between 1.5-1.9. A score between 1.5 and 1.9 means that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. Student needs moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Proficient Performance	15	%
Description of Developing Performance (Does Not Meet) by a Student		
1.0 - 1.4 --- For Clinical Practice I no more than 10 % of students will earn an average score between 1.0-1.4. An average score between 1 and 1.4 means that the student is able to verbalize theory underlying practice but has only partially met the clinical objectives pertaining to this competency. Student needs more than moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
< 1 --- For Clinical Practice I no students will earn an average score that is < 1. An average score that is < 1 means that student needs constant, direct supervision from instructor in order to meet the clinical objectives related to this competency. Student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Apply basic knowledge of clinical reasoning and evidence-based nursing care in planning healthcare for clients across the lifespan.	
Student Sampling Process (if applicable)	The ATI RN Fundamentals Assessment was delivered to the entire cohort. This is a criterion-referenced national benchmark exam.	
Data Collection Point	NURS 3201-01 Collected Fall 2012. Cohort is the 0514 cohort which will be called Cohort 1.	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
<p>Level 3 - Scores meeting the Proficiency Level 3 standard may be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.</p>		
Percent of Students with Exemplary Performance	13	%
Description of Proficient Performance (Meets Expectations) by a Student		
<p>Level 2 - Scores meeting the Proficiency Level 2 standard may be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content</p>		

area. ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content.		
Percent of Students with Proficient Performance	59	%
Description of Developing Performance (Does Not Meet) by a Student		
Level 1 - Scores meeting the Proficiency Level 1 standard may be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-RN standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.		
Percent of Students with Developing Performance	25	%
Description of Unacceptable Performance by a Student		
Below Level 1 - Scores below the Proficiency Level 1 standard can be considered below minimum expectations and may be indicative of significant risk in this content area. ATI strongly advises these students to develop and complete an intensive plan for focused review and remediation, including the use of ATI materials, textbooks, class notes, reference materials, and assistance from nurse educators.		
Percent of Students with Unacceptable Performance	4	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	<p>Since this is the first time this course has been taught in a newly revised curriculum, improvements in pedagogy throughout the semester will help to better prepare the students for the benchmark exam. This course will not be taught again on the Carrollton campus until Fall 2013.</p> <p>The faculty also believe that another course (a clinical course) would best assess this program outcome in the future.</p>	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated weekly using the guidelines set forth in a clinical evaluation tool.</p> <p>This course and the corresponding rubric evaluate student performance in many areas. However, student performance for the competency area focusing on Professionalism will be used to assess this program learning goal. This competency is evaluated weekly for 14 weeks. The mean score for the 14 weeks will be used to determine student performance level. Students' weekly scores are included in the performance document.</p>	
Student Sampling Process (if applicable)	All students enrolled in the course were assessed.	
Data Collection Point	NURS 3302 - Clinical Practice II	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
2 --- For Clinical Practice I at least 50% of students will earn an average score of 2 for this competency. A score of 2 means that the student is able to meet clinical objectives pertaining to this competency with minimal direction/supervision from the instructor. Student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Exemplary Performance	26	%
Description of Proficient Performance (Meets Expectations) by a Student		

<p>1.5 – 1.9 ---- For Clinical Practice I at least 40% of students will earn an average score between 1.5-1.9. A score between 1.5 and 1.9 means that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. Student needs moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Proficient Performance	74	%
Description of Developing Performance (Does Not Meet) by a Student		
<p>1.0 - 1.4 --- For Clinical Practice I no more than 10 % of students will earn an average score between 1.0-1.4. An average score between 1 and 1.4 means that the student is able to verbalize theory underlying practice but has only partially met the clinical objectives pertaining to this competency. Student needs more than moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
<p>< 1 --- For Clinical Practice I no students will earn an average score that is < 1. An average score that is < 1 means that student needs constant, direct supervision from instructor in order to meet the clinical objectives related to this competency. Student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.</p>		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	4. Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated weekly using the guidelines set forth in a clinical evaluation tool.</p> <p>This course and the corresponding rubric evaluate student performance in many areas. However, student performance for the competency area focusing on Professionalism will be used to assess this program learning goal. This competency is evaluated weekly for 14 weeks. The mean score for the 14 weeks will be used to determine student performance level. Students' weekly scores are included in the performance document.</p>	
Student Sampling Process (if applicable)	All students enrolled in this course.	
Data Collection Point	NURS 3302 - Clinical Practice II	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
2 --- For Clinical Practice I at least 50% of students will earn an average score of 2 for this competency. A score of 2 means that the student is able to meet clinical objectives pertaining to this competency with minimal direction/supervision from the instructor. Student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Exemplary Performance	85	%
Description of Proficient Performance (Meets Expectations) by a Student		

<p>1.5 – 1.9 ---- For Clinical Practice I at least 40% of students will earn an average score between 1.5-1.9. A score between 1.5 and 1.9 means that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. Student needs moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Proficient Performance	15	%
Description of Developing Performance (Does Not Meet) by a Student		
<p>1.0 - 1.4 --- For Clinical Practice I no more than 10 % of students will earn an average score between 1.0-1.4. An average score between 1 and 1.4 means that the student is able to verbalize theory underlying practice but has only partially met the clinical objectives pertaining to this competency. Student needs more than moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
<p>< 1 --- For Clinical Practice I no students will earn an average score that is < 1. An average score that is < 1 means that student needs constant, direct supervision from instructor in order to meet the clinical objectives related to this competency. Student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.</p>		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	6. Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated weekly using the guidelines set forth in a clinical evaluation tool.</p> <p>This course and the corresponding rubric evaluate student performance in many areas. However, student performance for the competency area focusing Safety will be used to assess this program learning goal. This competency is evaluated weekly for 14 weeks. The mean score for the 14 weeks will be used to determine student performance level. Students' weekly scores are included in the performance document.</p>	
Student Sampling Process (if applicable)	All students taking the course	
Data Collection Point	NURS 3301-01, Clinical Practice I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
2 --- For Clinical Practice I at least 50% of students will earn an average score of 2 for this competency. A score of 2 means that the student is able to meet clinical objectives pertaining to this competency with minimal direction/supervision from the instructor. Student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Exemplary Performance	28	%
Description of Proficient Performance (Meets Expectations) by a Student		
1.5 - 1.9 ---- For Clinical Practice I at least 40% of students will earn an average score between 1.5-1.9. A		

score between 1.5 and 1.9 means that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. Student needs moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Proficient Performance	70	%
Description of Developing Performance (Does Not Meet) by a Student		
1.0 - 1.4 --- For Clinical Practice I no more than 10 % of students will earn an average score between 1.0-1.4. An average score between 1 and 1.4 means that the student is able to verbalize theory underlying practice but has only partially met the clinical objectives pertaining to this competency. Student needs more than moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	2	%
Description of Unacceptable Performance by a Student		
< 1 --- For Clinical Practice I no students will earn an average score that is < 1. An average score that is < 1 means that student needs constant, direct supervision from instructor in order to meet the clinical objectives related to this competency. Student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	This is the first time that this course was taught and the students' first clinical course. It could be that students had not had enough experience in the clinical setting to perform better on the competency of Safety. More clinical experience may have helped the students perform better in this area. Program goal 6 will be re-evaluated in summer 2013 using course NURS 3303 Competency Based Clinical.	
Next Scheduled Assessment	2013-2	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	6. Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	
Semester Assessed	2013-2	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	SIMULATION EXPERIENCES: Students will participate in simulated patient care scenarios which require them to independently assess and respond to the simulated patient's health care needs.	
Student Sampling Process (if applicable)	All students who were enrolled in the course took the course.	
Data Collection Point	NURS 3303 - Competency Bases Exam	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students earned 90-100% of possible points		
Percent of Students with Exemplary Performance	2	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students earned 75-89% of possible points		
Percent of Students with Proficient Performance	20	%
Description of Developing Performance (Does Not Meet) by a Student		
Students earned		
Percent of Students with Developing Performance	78	%
Description of Unacceptable Performance by a Student		
Students earned		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	1) Emphasize principles related to quality and safety in didactic courses. 2) Allow students more opportunities to apply knowledge learned about quality and safety in the simulate or real clinical	

	<p>environment before being evaluated.</p> <p>3) Provide open and supportive feedback for students on issues related to quality and safety to support deeper learning/understanding of these concepts.</p> <p>These improvements will be implemented for the next cohort to take this course in Carrollton during summer 2014.</p>
Next Scheduled Assessment	2014-2
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	Not Available	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated weekly using the guidelines set forth in a clinical evaluation tool.</p> <p>This course and the corresponding rubric evaluate student performance in many areas. However, student performance for the competency area focusing on Professionalism will be used to assess this program learning goal. This competency is evaluated weekly for 14 weeks. The mean score for the 14 weeks will be used to determine student performance level. Students'™ weekly scores are included in the performance document.</p>	
Student Sampling Process (if applicable)	All students who were enrolled in this course completed the assessment.	
Data Collection Point	NURS 3302 - Clinical Practice II	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students earned between 90-100% of possible points		
Percent of Students with Exemplary Performance	89	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students earned between 75-89% of possible points		
Percent of Students with Proficient Performance	11	%
Description of Developing Performance (Does Not Meet) by a Student		
Students earned between 70-74.9% of possible points		

Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students earned < 70% of possible points		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated weekly using the guidelines set forth in a clinical evaluation tool.</p> <p>This course and the corresponding rubric evaluate student performance in many areas. However, student performance for the competency area focusing on Professionalism will be used to assess this program learning goal. This competency is evaluated weekly for 14 weeks. The mean score for the 14 weeks will be used to determine student performance level. Students' weekly scores are included in the performance document.</p>	
Student Sampling Process (if applicable)	All students in this course	
Data Collection Point	NURS 3301-01, Clinical Practice I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
<p>2 --- For Clinical Practice I at least 50% of students will earn an average score of 2 for this competency. A score of 2 means that the student is able to meet clinical objectives pertaining to this competency with minimal direction/supervision from the instructor. Student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.</p>		
Percent of Students with Exemplary Performance	53	%
Description of Proficient Performance (Meets Expectations) by a Student		
<p>1.5 - 1.9 ---- For Clinical Practice I at least 40% of students will earn an average score between 1.5-1.9. A</p>		

score between 1.5 and 1.9 means that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. Student needs moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Proficient Performance	47	%
Description of Developing Performance (Does Not Meet) by a Student		
1.0 - 1.4 --- For Clinical Practice I no more than 10 % of students will earn an average score between 1.0-1.4. An average score between 1 and 1.4 means that the student is able to verbalize theory underlying practice but has only partially met the clinical objectives pertaining to this competency. Student needs more than moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
< 1 --- For Clinical Practice I no students will earn an average score that is < 1. An average score that is < 1 means that student needs constant, direct supervision from instructor in order to meet the clinical objectives related to this competency. Student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
Improvements or Changes Based on this Assessment		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2013-3	
Administrative or Faculty Review of this Assessment(if applicable)		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	8. Utilize effective teaching strategies to empower persons to achieve healthcare goals.	
Semester Assessed	2012-2	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The students will create and present a teaching tool to educate patients on medications. The tool and presentation will be evaluated using a rubric. 100% of the students will meet or exceed the criteria for proficient performance on this assignment.	
Student Sampling Process (if applicable)	All students in the course	
Data Collection Point	NURS 2101-01, Pathopharm I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A score of 50 points means that the student exceeded expectations for performance on assignment. The student met all the objectives for the assignment listed in the rubric.		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
A score between 31-49 indicates that the student performed proficiently on the assignment. The student met many or most of the objectives for the assignment listed in the rubric.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
A score less than 30 points indicates that student performance on the assignment did not meet expectations		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	While the student scores are satisfactory, faculty members believe that an assignment in another course will better assess Program Goal 8. The assignment used for this is a group	

	assignment. We did not learn until after the course/assignment was complete that group assignments should not be used for SACS assessment. Program goal 8 will be re-evaluated for this cohort in NURS 4301, Clinical Practice III.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	1. Provide Holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of health care in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	1	
Location	Newnan	
Operational Definition or Learning Objective	All students in graded course will complete a comprehensive holistic physical assessment and document the findings of the assessment accurately in an electronic medical record.	
Student Sampling Process (if applicable)	All students enrolled in Nursing 3000 Fall 2012 on the Newnan campus	
Data Collection Point	Nursing 3000	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90-100 exceeded competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Exemplary Performance	88	%
Description of Proficient Performance (Meets Expectations) by a Student		
75-89 met competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Proficient Performance	12	%
Description of Developing Performance (Does Not Meet) by a Student		
0-74 does not meet competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	none	

Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	2. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	<p>CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated weekly using the guidelines set forth in a clinical evaluation tool.</p> <p>This course and the corresponding rubric evaluate student performance in many areas. However, student performance for the competency area focusing on Professionalism will be used to assess this program learning goal. This competency is evaluated weekly for 14 weeks. The mean score for the 14 weeks will be used to determine student performance level. Students' weekly scores are included in the performance document.</p>	
Student Sampling Process (if applicable)	All student who were enrolled in this course were evaluated.	
Data Collection Point	NURS 3301 - Clinical Practice 1	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
<p>2 --- For Clinical Practice I at least 50% of students will earn an average score of 2 for this competency. A score of 2 means that the student is able to meet clinical objectives pertaining to this competency with minimal direction/supervision from the instructor. Student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.</p>		
Percent of Students with Exemplary Performance	91	%
Description of Proficient Performance (Meets Expectations) by a Student		

<p>1.5 – 1.9 ---- For Clinical Practice I at least 40% of students will earn an average score between 1.5-1.9. A score between 1.5 and 1.9 means that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. Student needs moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Proficient Performance	9	%
Description of Developing Performance (Does Not Meet) by a Student		
<p>1.0 - 1.4 --- For Clinical Practice I no more than 10 % of students will earn an average score between 1.0-1.4. An average score between 1 and 1.4 means that the student is able to verbalize theory underlying practice but has only partially met the clinical objectives pertaining to this competency. Student needs more than moderate direction/supervision from the instructor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
<p>< 1 --- For Clinical Practice I no students will earn an average score that is < 1. An average score that is < 1 means that student needs constant, direct supervision from instructor in order to meet the clinical objectives related to this competency. Student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.</p>		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	4. Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	1	
Location	Newnan	
Operational Definition or Learning Objective	Students will demonstrate ability to communicate effectively in written format by completing a written assignment. Students will be evaluated using a rubric. The expectation is that at least 90% of students meet or exceed the criteria for being proficient on the written assignment and that no more than 10% of students are evaluated as being less than proficient.	
Student Sampling Process (if applicable)	All students enrolled in course during fall semester in 2012	
Data Collection Point	NU 3102-91	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
30 points - exceeded competency on written assignment.		
Percent of Students with Exemplary Performance	10	%
Description of Proficient Performance (Meets Expectations) by a Student		
20-29 points - proficient on written assignment.		
Percent of Students with Proficient Performance	90	%
Description of Developing Performance (Does Not Meet) by a Student		
0- 20 points - less than proficient on written assignment		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	The results are satisfactory; however, the faculty members will choose a different artifact to evaluate this program goal in the future. The SON is in the process of implementing a new curriculum for the generic BSN students. Faculty members	

	believe this particular program goal will be better assessed in a course being taught later in the curriculum.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	5. Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	1	
Location	Newnan	
Operational Definition or Learning Objective	Students will demonstrate knowledge of legal systems by completing a written assignment. Students will be evaluated using a rubric. The expectation is that at least 90% of students will meet or exceed the criteria for being proficient; and that no more than 10% of students are evaluated as being less than proficient.	
Student Sampling Process (if applicable)	All students taking the course	
Data Collection Point	NURS 3102-91, Professional Nursing Concepts II	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
30 points - exceeded competency on written assignment.		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
20-29 points - proficient on written assignment.		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
0- 20 points - less than proficient on written assignment.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Another instrument will be used to assess this program goal for the same cohort in Professional Nursing Concepts III (NURS 4101) being taught in Summer 2013.	
Next Scheduled Assessment	2013-2	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	5. Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.	
Semester Assessed	2013-2	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	Students will demonstrate knowledge of legal systems by completing a written assignment. Students will be evaluated using a rubric. The expectation is that at least 90% of students will meet or exceed the criteria for being proficient; and that no more than 10% of students are evaluated as being less than proficient.	
Student Sampling Process (if applicable)	All students who were enrolled in the course completed the assignment.	
Data Collection Point	NURS 4101 - Professional Nursing Concepts III	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students earned 90-100% of possible points		
Percent of Students with Exemplary Performance	81	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students earned 75-89% of possible points		
Percent of Students with Proficient Performance	14	%
Description of Developing Performance (Does Not Meet) by a Student		
Students earned 70-74/9% of possible points		
Percent of Students with Developing Performance	5	%
Description of Unacceptable Performance by a Student		
Students earned < 70% of possible points		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-2	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing	
Learning Outcome	8. Utilize effective teaching strategies to empower persons to achieve healthcare goals.	
Semester Assessed	2013-2	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	1	
Location	Newnan	
Operational Definition or Learning Objective	The students will create and present a teaching tool to educate patients on medications. The tool and presentation will be evaluated using a rubric. 100% of the students will meet or exceed the criteria for proficient performance on this assignment.	
Student Sampling Process (if applicable)	All students in course	
Data Collection Point	NURS 2101-91, Pathopharm I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A score of 100 points means that the student exceeded expectations for performance on assignment. The student met all the objectives for the assignment listed in the rubric.		
Percent of Students with Exemplary Performance	39	%
Description of Proficient Performance (Meets Expectations) by a Student		
A score between 80-99 indicates that the student performed proficiently on the assignment. The student met many or most of the objectives for the assignment listed in the rubric.		
Percent of Students with Proficient Performance	61	%
Description of Developing Performance (Does Not Meet) by a Student		
A score less than 60-79 points indicates that student performance on the assignment did not meet expectations.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
A score less than 60 points indicates that student performance is not acceptable.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are satisfactory however another instrument will need to be used to assess program goal 8 for this particular cohort. The assignment used for this is a group assignment. We did not	

	learn until after the course/assignment was complete that group assignments should not be used for SACS assessment. program goal 8 will be re-evaluated in 2013 using a different assignment.
Next Scheduled Assessment	2013-2
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took this course completed a clinical rotation.	
Data Collection Point	NURS 4545 01D&02D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		

Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Results pertain to evaluations students earned for a competency that falls under conscience (Conscience: Utilize leadership/management skills in the delivery of caring, competent, legal and ethical nursing care to individuals and groups in a variety of settings) only.	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students who were enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-01 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took this course completed a clinical rotation.	
Data Collection Point	NURS 4545 01D & 02D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

<p>will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
<p>Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.</p>		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	<p>While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Results pertain to evaluations students earned for a competency that falls under commitment (Commitment: Demonstrates integrity as a member of the nursing profession) only.</p>	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in this course completed the assessment.	
Data Collection Point	NURS 4545-01 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	

Administrative or Faculty Review of this Assessment(if applicable)

School of Nursing

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students completed a written assignment and were evaluated using a rubric.	
Student Sampling Process (if applicable)	All students who took this course completed the assignment.	
Data Collection Point	NURS 4522 01D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	59	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	41	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79 % Met minimal expectations for assignment		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Results are satisfactory at this time; however, the assignment used was a group assignment. In Fall 2013 another assignment will be used to assess the program goal for this group.	
Next Scheduled Assessment	2013-3	

Administrative or Faculty Review of this Assessment(if applicable)

School of Nursing

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-01 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
Information about the Academic Program and Learning Outcome being assessed		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Clinical - Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took this course complete a clinical rotation.	
Data Collection Point	NURS 4545 01D & 02D	
Student Performance Data		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Score are for a section under critical thinking (Critical Thinking: Compare and contrast management, organizational and leadership theories and apply to the nursing setting) only.	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	This activity facilitates self-reflection of individual social and cultural beliefs and expectations. Students will complete a written assignment. The assignment was evaluated according to the guidelines in the artifact.	
Student Sampling Process (if applicable)	All students who took the course completed this assignment.	
Data Collection Point	NURS 4522-01D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	93	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	7	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79 % Met minimal expectations for assignment		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN	

	program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in this course completed the assessment	
Data Collection Point	NURS 4545-01 - Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student demonstrated satisfactory performance in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student performance in clinical setting "needs improvement:.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student demonstrated unsatisfactory performance in the clinical setting.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	

Administrative or Faculty Review of this Assessment(if applicable)

School of Nursing

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	All students in graded course will complete a comprehensive physical assessment and document accurately in an electronic medical record.	
Student Sampling Process (if applicable)	All student who took the course completed the assignment.	
Data Collection Point	NURS 3172-01-D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
27-30 exceeded competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
22.5-26.9 met competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
0-22.49 does not meet competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	

Comments on Planned Improvement	
Next Scheduled Assessment	2013-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students completed a written group assignment and a poster presentation. The purpose of this project is to simulate an evidence-based group experience at an organization and to address a clinical nursing problem using best evidence through applying, integrating, and evaluating the research literature.	
Student Sampling Process (if applicable)	All students who took the course completed the assignment.	
Data Collection Point	NURS 4523 01D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	69	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	31	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79% Met minimal expectations for assignment		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	The results are satisfactory at this time. However, this was a group assignment. For fall 2013 a different assignment will be chosen to assess the program goal.	
Next Scheduled Assessment	2013-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-01 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student demonstrated satisfactory performance in the clinical setting		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student's clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student did not demonstrate satisfactory performance in the clinical setting.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize effective teaching strategies to empower persons to achieve healthcare goals.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took NURS 4545 completed a clinical rotation.	
Data Collection Point	NURS 4545 01D and 02D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

<p>will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
<p>Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.</p>		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	<p>While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Also, it the faculty believe that it would be best to use another assignment to measure this program outcome.</p> <p>Results pertain to evaluations students earned for a competency that falls under communication (Communication: Uses concepts of effective communication (oral, written, electronic, and appropriate non-verbal) to manage a variety of nursing situations) only.</p>	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize effective teaching strategies to empower persons to achieve healthcare goals.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>Purpose: The purpose of this activity is to provide an opportunity for the student to plan and implement an evidenced based educational project for staff or clients/patients in the clinical setting. This activity is intended to develop and enhance leadership/management skills related to improving quality and safety in nursing practice.</p> <p>Objective: Using a problem solving process and in collaboration with the preceptor, the student will identify a need for quality improvement or a change in practice or policy in the practicum setting that can be addressed with an educational project for staff or clients/patients.</p>	
Student Sampling Process (if applicable)	All students who were enrolled in this course completed the assessment.	
Data Collection Point	NURS 4545-01 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student earned 90-100%		
Percent of Students with Exemplary Performance	82	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student earned 75-89%		
Percent of Students with Proficient Performance	18	%
Description of Developing Performance (Does Not Meet) by a Student		
Student earned 70-74.9%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student earned < 70%		
Percent of Students with Unacceptable Performance	0	%

<i>Improvements or Changes Based on this Assessment</i>	
Type of Planned Improvement	Results are Satisfactory
Comments on Planned Improvement	
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took the course completed a clinical rotation.	
Data Collection Point	NURS 4545 91D&92D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		

Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Results pertain to evaluations students earned for a competency that falls under conscience (Conscience: Utilize leadership/management skills in the delivery of caring, competent, legal and ethical nursing care to individuals and groups in a variety of settings) only.	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in this course completed the assessment.	
Data Collection Point	NURS 4545-91 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	Not Available	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-91 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	

Learning Outcome Assessment Report University of West Georgia		
Information about the Academic Program and Learning Outcome being assessed		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took NURS 4545 completed a clinical rotations.	
Data Collection Point	NURS 4545 91D & 92D	
Student Performance Data		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	<p>While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course.</p> <p>Results pertain to evaluations students earned for a competency that falls under commitment (Commitment: Demonstrates integrity as a member of the nursing profession) only.</p>	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-91 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	Students completed a written assignment and were evaluated using a rubric.	
Student Sampling Process (if applicable)	All students who took this course completed this assignment.	
Data Collection Point	NURS 4522 91D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	96	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79 % Met minimal expectations for assignment		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	4	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	The results are satisfactory at this time. However, this was a group assignment. For Fall 2013 a different assignment will be chosen to assess this program goal in this group.	
Next Scheduled Assessment	2013-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All student enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-91 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance is satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
Information about the Academic Program and Learning Outcome being assessed		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	Clinical -- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who take the course complete a clinical rotation.	
Data Collection Point	NURS 4545 91D & 92D	
Student Performance Data		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Score are for a section under critical thinking (Critical Thinking: Compare and contrast management, organizational and leadership theories and apply to the nursing setting) only.	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	This activity facilitates self-reflection of individual social and cultural beliefs and expectations. Students completed a written assignment. The assignment was evaluated according to the guidelines in the directions for the assignment.	
Student Sampling Process (if applicable)	All students in the course completed this assignment.	
Data Collection Point	NURS 4522 91D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	96	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79 % Met minimal expectations for assignment		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	4	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course were assessed.	
Data Collection Point	NURS 4545-91 - Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student demonstrated satisfactory performance in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student's clinical performance needs improvement.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student demonstrated unsatisfactory performance in the clinical setting.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	All students in graded course will complete a comprehensive physical assessment and document accurately in an electronic medical record.	
Student Sampling Process (if applicable)	All students who took the course will complete this assignment.	
Data Collection Point	NURS 3172-91-D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
27-30 exceeded competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Exemplary Performance	67	%
Description of Proficient Performance (Meets Expectations) by a Student		
22.5-26.9 met competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Proficient Performance	30	%
Description of Developing Performance (Does Not Meet) by a Student		
0-22.49 does not meet competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Developing Performance	4	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	

Comments on Planned Improvement	
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	Students completed a written group assignment and a poster presentation. The purpose of this project is to simulate an evidence-based group experience at an organization and to address a clinical nursing problem using best evidence through applying, integrating, and evaluating the research literature.	
Student Sampling Process (if applicable)	All students who took the course completed the assignment.	
Data Collection Point	NURS 4523 91D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	7	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	19	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79% Met minimal expectations for assignment		
Percent of Students with Developing Performance	11	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	63	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	It is likely that another assignment would better assess the chosen program goal. The instructor has identified ways to improve the way in which the content is conveyed to students. Additionally, this was a group assignment. For fall 2013 a	

	different assignment will be chosen to assess the program goal.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-91 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student's clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize effective teaching strategies to empower persons to achieve healthcare goals.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took NURS 4545 completed a clinical rotation.	
Data Collection Point	NURS 4545 91D and 92D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

<p>will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
<p>Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.</p>		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	<p>While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course.</p> <p>The faculty also believe that it would be best to use another assignment to measure this program outcome.</p> <p>Results pertain to evaluations students earned for a competency that falls under communication (Communication: Uses concepts of effective communication (oral, written, electronic, and appropriate non-verbal) to manage a variety of nursing situations) only.</p>	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize effective teaching strategies to empower persons to achieve healthcare goals.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	<p>Purpose: The purpose of this activity is to provide an opportunity for the student to plan and implement an evidenced based educational project for staff or clients/patients in the clinical setting. This activity is intended to develop and enhance leadership/management skills related to improving quality and safety in nursing practice.</p> <p>Objective: Using a problem solving process and in collaboration with the preceptor, the student will identify a need for quality improvement or a change in practice or policy in the practicum setting that can be addressed with an educational project for staff or clients/patients.</p>	
Student Sampling Process (if applicable)	All students enrolled in this course completed the assessment.	
Data Collection Point	NURS 4545-91D Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student earned 90-100%		
Percent of Students with Exemplary Performance	56	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student earned 75-89%		
Percent of Students with Proficient Performance	37	%
Description of Developing Performance (Does Not Meet) by a Student		
Student earned 70-74.9%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student earned less than 70%		
Percent of Students with Unacceptable Performance	7	%

<i>Improvements or Changes Based on this Assessment</i>	
Type of Planned Improvement	Results are Satisfactory
Comments on Planned Improvement	
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
Information about the Academic Program and Learning Outcome being assessed		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took this course completed a clinical rotation.	
Data Collection Point	NURS 4545 51D&52D	
Student Performance Data		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		

Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Results pertain to evaluations students earned for a competency that falls under conscience (Conscience: Utilize leadership/management skills in the delivery of caring, competent, legal and ethical nursing care to individuals and groups in a variety of settings) only.	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-51 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took NURS 4545 completed a clinical rotation.	
Data Collection Point	NURS 4545 51D & 52D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Results pertain to evaluations students earned for a competency that falls under commitment (Commitment: Demonstrates integrity as a member of the nursing profession) only.	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-51 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	Students completed a written assignment and were evaluated using a rubric.	
Student Sampling Process (if applicable)	All students who took this course completed the assignment.	
Data Collection Point	NURS 4522 51D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	80	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	20	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79 % Met minimal expectations for assignment		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	The results are satisfactory at this time. However, this was a group assignment. For Fall 2013 a different assignment will be chosen to assess this program goal in this group.	
Next Scheduled Assessment	2013-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completes the assessment.	
Data Collection Point	NURS 4545-51 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance was satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance was unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
Information about the Academic Program and Learning Outcome being assessed		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took the course completed a clinical rotation.	
Data Collection Point	NURS 4545 51D & 52D	
Student Performance Data		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. Score are for a section under critical thinking (Critical Thinking: Compare and contrast management, organizational and leadership theories and apply to the nursing setting) only.	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	This activity facilitates self-reflection of individual social and cultural beliefs and expectations. Students completed a written assignment. The assignment was evaluated according to the guidelines in the directions for the assignment.	
Student Sampling Process (if applicable)	All students who took this course completed this assignment.	
Data Collection Point	NURS 4522 51D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	86	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	14	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79 % Met minimal expectations for assignment		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-51 Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student demonstrated satisfactory performance in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student's clinical performance needs improvement.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student did not demonstrate satisfactory performance in the clinical setting.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	All students in graded course will complete a comprehensive physical assessment and document accurately in an electronic medical record.	
Student Sampling Process (if applicable)	All students who took this course completed the assignment.	
Data Collection Point	NURS 3172-51-D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
27-30 exceeded competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Exemplary Performance	68	%
Description of Proficient Performance (Meets Expectations) by a Student		
22.5-26.9 met competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Proficient Performance	25	%
Description of Developing Performance (Does Not Meet) by a Student		
0-22.49 does not meet competency requirement for comprehensive holistic physical assessment and documentation		
Percent of Students with Developing Performance	7	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2013-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	Students completed a written group assignment and a poster presentation. The purpose of this project is to simulate an evidence-based group experience at an organization and to address a clinical nursing problem using best evidence through applying, integrating, and evaluating the research literature.	
Student Sampling Process (if applicable)	All students who completed the course completed this assignment.	
Data Collection Point	NURS 4523 51D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Outstanding = 90-100% Exceeded expectations for assignment		
Percent of Students with Exemplary Performance	60	%
Description of Proficient Performance (Meets Expectations) by a Student		
Good = 80-89% Met expectations for assignment		
Percent of Students with Proficient Performance	10	%
Description of Developing Performance (Does Not Meet) by a Student		
Satisfactory = 75-79% Met minimal expectations for assignment		
Percent of Students with Developing Performance	30	%
Description of Unacceptable Performance by a Student		
Unsatisfactory = < 75% did not meet expectations for assignment		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	The results are satisfactory at this time. However, this was a group assignment. For fall 2013 a different assignment will be chosen to assess the program goal.	
Next Scheduled Assessment	2013-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	CLINICAL PRACTICUM: Clinical practicum is a real-world interactive patient care experience in an acute care setting with faculty oversight. Clinical learning prepares students to deliver safe and person-centered care across the lifespan. This experience provides the opportunity for students to apply concepts learned in the classroom to patient care in the acute setting. Students are evaluated using the guidelines set forth in a clinical evaluation tool.	
Student Sampling Process (if applicable)	All students enrolled in the course completed the assessment.	
Data Collection Point	NURS 4545-51 Ledership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student clinical performance is satisfactory		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Student clinical performance needs improvement		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student clinical performance is unsatisfactory		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize effective teaching strategies to empower persons to achieve healthcare goals.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	Clinical --- Clinical concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care to individuals, families, groups and communities. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.	
Student Sampling Process (if applicable)	All students who took NURS 4545 completed a clinical rotation.	
Data Collection Point	NURS 4545 51D and 52D	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Satisfactory (S) --- For the clinical component of NURS 4545 at least 85% of students will earn an evaluation of ?satisfactory? for the chosen competency (see performance document). An evaluation of ?satisfactory? indicates that the student is able to meet clinical objectives pertaining to the chosen competency with minimal direction/supervision from the instructor or preceptor. The student adequately demonstrates application of theory, nursing process and nursing domains in clinical practice. The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Needs Improvement (NI) ---- For the clinical component of NURS 4545 no more than 15% of students		

<p>will earn an evaluation of ?needs improvement? for the chosen competency (see performance document). An evaluation of ?needs improvement? indicates that the student is able to verbalize theory underlying practice but occasionally has difficulty meeting the clinical objectives pertaining to this competency. The student needs moderate direction/supervision from the instructor or preceptor and requires more opportunities to apply knowledge in the clinical setting.</p>		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
<p>Unsatisfactory (U) --- For the clinical component of NURS 4545 no more than 5% of students will earn an evaluation of ?unsatisfactory? for the chosen competency (see performance document). An evaluation of ?unsatisfactory? indicates that student needs constant, direct supervision from instructor or preceptor in order to meet the clinical objectives related to this competency. The student demonstrates lack of knowledge of theory and the nursing process. This category indicates that student is not progressing satisfactorily in the clinical area.</p>		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	<p>While NURS 4545 is the best course to use to assess the identified program goal, there is data missing for student evaluations for each section taught on each campus (see attached documents). Going forward, the SON will continue to use NURS 4545 to assess BSN program goals for the RN-BSN program; however, we will make sure that the data analyzed better represents the number of students who have completed clinical in the course. The faculty also believe that it would be best to use another assignment to measure this program outcome.</p> <p>Results pertain to evaluations students earned for a competency that falls under communication (Communication: Uses concepts of effective communication (oral, written, electronic, and appropriate non-verbal) to manage a variety of nursing situations) only.</p>	
Next Scheduled Assessment	2013-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Bachelor of Science in Nursing, RN to BSN	
Learning Outcome	Utilize effective teaching strategies to empower persons to achieve healthcare goals.	
Semester Assessed	2014-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Rome	
Operational Definition or Learning Objective	<p>Purpose: The purpose of this activity is to provide an opportunity for the student to plan and implement an evidenced based educational project for staff or clients/patients in the clinical setting. This activity is intended to develop and enhance leadership/management skills related to improving quality and safety in nursing practice.</p> <p>Objective: Using a problem solving process and in collaboration with the preceptor, the student will identify a need for quality improvement or a change in practice or policy in the practicum setting that can be addressed with an educational project for staff or clients/patients.</p>	
Student Sampling Process (if applicable)	All students enrolled in the course completed this assessment.	
Data Collection Point	NURS 4545-51D Leadership/Community	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Student earned 90-100%		
Percent of Students with Exemplary Performance	97	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student earned 75-89%		
Percent of Students with Proficient Performance	3	%
Description of Developing Performance (Does Not Meet) by a Student		
Student earned 70-74.9%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Student earned < 70%		
Percent of Students with Unacceptable Performance	0	%

<i>Improvements or Changes Based on this Assessment</i>	
Type of Planned Improvement	Results are Satisfactory
Comments on Planned Improvement	
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	1.Utilize theoretical models, information systems and technology to perform effectively in a variety of nursing practice, leadership, and educational roles. (competence and critical thinking).	
Semester Assessed	2013-1	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	Student learning outcomes: Utilize information systems for the storage, retrieval and analysis of data. (Critically appraise original research for practice implications in the context of evidence-based practice. (
Student Sampling Process (if applicable)	All students completed the assignment.	
Data Collection Point	N6400-01	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Well organized, demonstrates logical sequencing and development of problem statement, significance and research question		
Percent of Students with Exemplary Performance	83	%
Description of Proficient Performance (Meets Expectations) by a Student		
Well organized, demonstrates logical sequencing and partial development of problem statement, significance and research question		
Percent of Students with Proficient Performance	11	%
Description of Developing Performance (Does Not Meet) by a Student		
Demonstrates logical sequencing and limited development of problem statement, significance and research question		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Does not meet criteria		
Percent of Students with Unacceptable Performance	6	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	The students will be offered writing assistance by a Graduate student from the English dept . The librarian assigned to the	

	School of Nursing will offer classes in end note
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	10. Engage in advanced nursing practice that reflects a holistic view of self and others and respect for diverse cultures (holism).	
Semester Assessed	2011-3	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	4. Examine the concept of caring as it relates to providing holistic care in a culturally diverse environment	
Student Sampling Process (if applicable)	all were included (N=4)	
Data Collection Point	NURS 6010 Perspectives on Caring in Nursing	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90-100%		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
89-90%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	10.Engage in advanced nursing practice that reflects a holistic view of self and others and respect for diverse cultures (holism).	
Semester Assessed	2013-1	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location		
Operational Definition or Learning Objective	The student will: Develop and work in collaborative and interdependent relationships with a diverse work force . Assume the role of leader, change agent and consumer advocate in the practice setting.	
Student Sampling Process (if applicable)	All students were selected N=6	
Data Collection Point	Nurs 6887	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A:90-100%		
Percent of Students with Exemplary Performance	75	%
Description of Proficient Performance (Meets Expectations) by a Student		
B:80-89%		
Percent of Students with Proficient Performance	25	%
Description of Developing Performance (Does Not Meet) by a Student		
C:75-79%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
D:less than 75%		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia	
<i>Information about the Academic Program and Learning Outcome being assessed</i>	
College or School	School of Nursing
Academic Program	Master of Science in Nursing
Learning Outcome	9.Practice nursing in leadership and education roles in a manner that reflects caring as the essence of nursing (caring).
Semester Assessed	2011-3
Assessment Type or Artifact	Other (Describe in Operational Definition)
Cohort (if Applicable)	0
Location	
Operational Definition or Learning Objective	<p>Personal Reflective Summary</p> <p>The summary will provide an opportunity for reflection on the self-care process you have engaged in. Evaluation of the assessment (Holistic Self-Assessment) and self-care plan implementation (through journaling) will include data from your journal entries. Exploration of progress toward achievement of goals and the influences in your life that supported or hindered the self-care journey may illuminate areas in which you need to continue the journey toward self-care.</p> <p>Evaluation should include the following:</p> <ol style="list-style-type: none"> 1. Evaluation of Achievement of Self-Care Goals: To what extent did you meet your self-care activity goals? What factors in your life supported or hindered your self-care efforts? What could you have done differently to make this project more successful? Each area of focus from the Holistic Self-Assessment should be included here. 2. Evaluation of Self-Care Activities Exercise: Write a narrative summary describing your journey in coming to know yourself as a caring person. What influence did this exercise have on your view of your capacity for self-care? Did you have any ?aha? moments? What did you learn?
Student Sampling Process (if applicable)	All students in NURS 6010, N01 & N81 fall semester 2011 N01=23
Data Collection Point	NURS 6010

<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
20 Exemplary - grade > 90%		
Percent of Students with Exemplary Performance	87	%
Description of Proficient Performance (Meets Expectations) by a Student		
2 Proficient - grade > 80%		
Percent of Students with Proficient Performance	9	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
1 Unacceptable - Grade < = 60%		
Percent of Students with Unacceptable Performance	4	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	All students did exceptionally well except for one student, who did well otherwise, but chose not to complete the assignment.	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	1.Utilize theoretical models, information systems and technology to perform effectively in a variety of nursing practice, leadership, and educational roles. (competence and critical thinking).	
Semester Assessed	2009-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Concept analysis	
Student Sampling Process (if applicable)		
Data Collection Point	NUR6100 Theoretical Foundations of Nursing	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or better on this assignment		
Percent of Students with Exemplary Performance	72	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will score 80% -89%		
Percent of Students with Proficient Performance	21	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students scoring 79% or less is unacceptable and will be considered a failing grade		
Percent of Students with Unacceptable Performance	7	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Have graduate teaching assistant work with students to improve writing skills so that all papers are at the 90% level	
Next Scheduled Assessment	2010-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	1.Utilize theoretical models, information systems and technology to perform effectively in a variety of nursing practice, leadership, and educational roles. (competence and critical thinking).	
Semester Assessed	2010-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Concept analysis	
Student Sampling Process (if applicable)		
Data Collection Point		
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or higher on the final concept analysis paper		
Percent of Students with Exemplary Performance	75	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will score 80%-89%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Students scoring 79% or less is unacceptable		
Percent of Students with Developing Performance	25	%
Description of Unacceptable Performance by a Student		
Inadequate analysis and synthesis of literature; poor sentence structure and lack of logical organization throughout paper		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement		
Comments on Planned Improvement	Continue to work with students to improve writing skills; explore use of independent writing tutorials; hire student assistant from English department to help students with literature search and writing skills	

Next Scheduled Assessment	2011-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	10.Engage in advanced nursing practice that reflects a holistic view of self and others and respect for diverse cultures (holism).	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Examine the concept of caring as it relates to providing holistic care in a culturally diverse environment.	
Student Sampling Process (if applicable)	Every student	
Data Collection Point	6010-01	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Each student completed the assignment and exceeded expectations		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	2.Critically appraise original research for practice implications in the context of evidence-based practice.	
Semester Assessed	2010-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Proposal for Scholarly Investigation Literature Review	
Student Sampling Process (if applicable)	All students participate in this activity	
Data Collection Point	NUR 6400 Scholarly Inquiry in Nursing	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will achieve a grade of 90% or better		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will achieve a grade of 80-89%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students achieving a 79% or less is unacceptable		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	no improvements needed at this time	
Next Scheduled Assessment	2011-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	2.Critically appraise original research for practice implications in the context of evidence-based practice.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Quantitative Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Course Learning Goal: Analyze research data using SPSS with the appropriate statistical methods and report in written and oral form the results of the analyses.	
Student Sampling Process (if applicable)	All enrolled MSN students (n=4) in N6500 performed quantitative analysis of an nursing research data set. Students were individually graded on the assignment.	
Data Collection Point	N6500 Data Analysis in Nursing	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
100% of students met expectations by organizing and analyzing the data set; and reporting results (oral and written)		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	Create a rubric to evaluate the assignment	
Next Scheduled Assessment	2012-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	3.Examine influences on nursing practice and education, including social, economic, ethical, legal, and cultural diversity issues (conscience and critical thinking).	
Semester Assessed	2010-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	6. Explore issues related to caring, holism, and ethics of healthcare delivery. 9. Explore the historical evolution of American healthcare delivery systems considering a variety of influencing factors such as economic, sociological, and governmental.	
Student Sampling Process (if applicable)	all students completed the assignment	
Data Collection Point	NURS 6300 Healthcare Delivery Systems	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90%-100%		
Percent of Students with Exemplary Performance	80	%
Description of Proficient Performance (Meets Expectations) by a Student		
80%-89%		
Percent of Students with Proficient Performance	20	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2011-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	3.Examine influences on nursing practice and education, including social, economic, ethical, legal, and cultural diversity issues (conscience and critical thinking).	
Semester Assessed	2011-3	
Assessment Type or Artifact		
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	The expectations is that at least 75% of the group will be Exemplary/Proficient	
Student Sampling Process (if applicable)	All students in NURS 6300 Fall 2011 - Sections N01 & N 81 total of 30	
Data Collection Point	Scholarly Paper was submitted for grading	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
7 8= 15 students were Exemplary >90%		
Percent of Students with Exemplary Performance	50	%
Description of Proficient Performance (Meets Expectations) by a Student		
7 2 = 9 students were Proficient > 80%		
Percent of Students with Proficient Performance	3	%
Description of Developing Performance (Does Not Meet) by a Student		
4 2 = 6 students did not meet expectations		
Percent of Students with Developing Performance	20	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Since 80% of the class achieved a grade of A or B on the paper, and met the goal of 75% as Exemplary or Proficient, no major changes are planned at this time.	
Next Scheduled Assessment	2012-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	3.Examine influences on nursing practice and education, including social, economic, ethical, legal, and cultural diversity issues (conscience and critical thinking).	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>4. Identify and begin to utilize basic principles of fiscal management, budgeting, and economics in role of advanced practice nurse. (1, 5, 8)</p> <p>5. Consider ways to negotiate the advanced practice role within a selected practice setting. (5, 7)</p> <p>6. Explore issues related to caring, holism, and ethics of health care delivery systems. (3, 8, 9)</p> <p>7. Construct arguments related to issues of health care delivery such as poverty, multiculturalism, and access of care. (3, 8, 10)</p>	
Student Sampling Process (if applicable)	all students in the class	
Data Collection Point	NURS 6300	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90-100		
Percent of Students with Exemplary Performance	42	%
Description of Proficient Performance (Meets Expectations) by a Student		
80-89.9		
Percent of Students with Proficient Performance	42	%
Description of Developing Performance (Does Not Meet) by a Student		
75-79.9		
Percent of Students with Developing Performance	16	%
Description of Unacceptable Performance by a Student		
less than 75		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	School of Nursing
Academic Program	Master of Science in Nursing
Learning Outcome	4.Implement evidence-based practice competencies to achieve quality outcomes and enhance nursing care delivery, leadership and education (critical thinking).
Semester Assessed	Not Available
Assessment Type or Artifact	Oral Presentation
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	Use research and evidence-based findings to develop strategies for implementation in health systems leadership.
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Student Sampling Process (if applicable)	Students selected a topic addressing health systems leadership issues, developed, and delivered a 30-45 minute evidence-based presentation followed by a discussion regarding the topic.
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Data Collection Point	N6602
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

90-100

Percent of Students with Exemplary Performance	100	%
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Description of Proficient Performance (Meets Expectations) by a Student

80-89

Percent of Students with Proficient Performance	0	%
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Description of Developing Performance (Does Not Meet) by a Student

Percent of Students with Developing Performance	0	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Results are Satisfactory
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Comments on Planned Improvement	
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Next Scheduled Assessment	2012-3
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Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	4. Implement evidence-based practice competencies to achieve quality outcomes and enhance nursing care delivery, leadership and education (critical thinking).	
Semester Assessed	2009-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Develop evidence-based project to address problems in health systems or nursing education.	
Student Sampling Process (if applicable)	Students self-selected small groups (2-3 students per group) and each group chose a project based on previous literature review.	
Data Collection Point	Nursing 6989 Evidenced-based Project	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or better on this assessment.		
Percent of Students with Exemplary Performance	44	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will score 80-89% on this assessment.		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students scoring less than 79% is considered unacceptable.		
Percent of Students with Unacceptable Performance	56	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Group dynamics as well as writing deficiencies appeared to contribute to unacceptable performance by 2 of 4 groups. Plan to make effective group dynamics explicit in expectations and	

	<p>may include peer evaluation regarding participation in project development. Will continue to review rough drafts and refer students to graduate teaching assistant to improve writing as needed.</p> <p>Students in Spring 2011 will be completing a faculty-driven research project (initiated in Spring 2010) - groups are already formed and topics are already chosen, thus saving time in spring semester.</p>
Next Scheduled Assessment	2011-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	4. Implement evidence-based practice competencies to achieve quality outcomes and enhance nursing care delivery, leadership and education (critical thinking).	
Semester Assessed	2011-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	4. Develop evidence-based approaches to address problems in health systems or nursing education	
Student Sampling Process (if applicable)	Students worked in small groups in faculty originated research study. One student conducted an individual research project on topic of her choosing.	
Data Collection Point	Nursing 6989	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	67	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	33	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	In fall 2011 students will enroll in one credit hour concurrently with Data Analysis course so they may begin collecting and analyzing data from a faculty research study at that time. In	

	<p>spring 2012, students will complete the research process and prepare reports and presentations.</p> <p>A project management component was added Spring 2011 that students said worked well to keep group work organized and members accountable.</p>
Next Scheduled Assessment	2012-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	4.Implement evidence-based practice competencies to achieve quality outcomes and enhance nursing care delivery, leadership and education (critical thinking).	
Semester Assessed	2011-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Design an evidence-based scholarly project addressing a problem/need in the health care delivery system arena.	
Student Sampling Process (if applicable)	All students enrolled in N6687 for fall 2011 were selected for the assessment.	
Data Collection Point	NURS 6687 - Health Systems Leadership Role Practicum I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or better on the Evidence-Based Project Paper, which describes the project that the student identified and implemented in the clinical learning environment.		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will score 80-89% on the Evidence-Based Project Paper		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Students will score 70-79% on the Evidence-Based Project Paper		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students will score below 70% on the Evidence-Based Project paper		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Even though student performance was exemplary, they need ongoing support in identifying, implementing and evaluating their projects and describing them in a scholarly manner.	

Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	5. Demonstrate critical thinking skills in implementing changes and making decisions in the delivery of healthcare or in nursing education (change and critical thinking).	
Semester Assessed	2011-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	8. Assume the role of leader, change agent and consumer advocate in the practice setting.	
Student Sampling Process (if applicable)	Each student completes a 120-hour precepted clinical practicum and submits reflective journals.	
Data Collection Point	N6887-N: Health Systems Leadership Role Practicum	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will achieve a satisfactory evaluation from the course instructor and preceptor.		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students will not achieve a satisfactory evaluation from the course instructor and preceptor.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Improved communication with preceptors is recommended. Next time, each preceptor will be contacted by phone or face-to-face at least three times during the semester.	
Next Scheduled Assessment	2012-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	6. Develop and implement practice, leadership, management, and teaching strategies for the improvement of healthcare or nursing education (commitment).	
Semester Assessed	2011-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective		
Student Sampling Process (if applicable)	All students required to do the written assignment (CNL Role Differentiation).	
Data Collection Point	NURS 6187	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Each student contributed to a role differentiation matrix designed to develop knowledge and skill in differentiating the role of the clinical nurse leader (CNL) in the health care organization.		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2012-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	6. Develop and implement practice, leadership, management, and teaching strategies for the improvement of healthcare or nursing education (commitment).	
Semester Assessed	2011-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	8. Assume the role of leader, change agent and consumer advocate in the practice setting.	
Student Sampling Process (if applicable)	Each student, in collaboration with the preceptor, identifies and implements an evidence-based project that contributes to the goals of the clinical setting.	
Data Collection Point	NURS 6887	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or better on this assignment.		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will score 80 to 89% on this assignment.		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students scoring less than 79% is considered unacceptable.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2012-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	6. Develop and implement practice, leadership, management, and teaching strategies for the improvement of healthcare or nursing education (commitment).	
Semester Assessed	2012-3	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students complete a comprehensive physical exam, video the completed assignment and submit to the instructor.	
Student Sampling Process (if applicable)	All	
Data Collection Point	NURS 6401	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
The student will complete an entire physical assessment, addressing all criteria listed on the directional form, see attached. The students describe, in detail each system assessed.		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	7.Communicate effectively using a collaborative approach to improve nursing education, the quality of professional nursing practice and the healthcare system (collaboration and communication).	
Semester Assessed	2011-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Clinical Project that incorporates collaborative effort with a clinical agency in identifying a clinical need, and developing a plan of action to meet the design project outcome.	
Student Sampling Process (if applicable)		
Data Collection Point	N6487 Specialty Nursing Practicum	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or better on this assignment		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Student will score 80-89%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students scoring 79% or less is unacceptable and will be considered a failing grade		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2012-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	8. Attain a level of scholarship congruent with preparation for doctoral study (commitment).	
Semester Assessed	2011-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	1	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Complete a scholarly investigation culminating in a presentation and/or publication.	
Student Sampling Process (if applicable)	Self selected groups in this course	
Data Collection Point	Nursng 6989 Evidence-based project	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or better on this assessment		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will score 80-89% on this assessment.		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
n/a		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students scoring less than 79% on this assessment is considered unacceptable.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	All student groups presented posters at the UWG Celebration of Graduate Student Research. One student was selected for oral presentation at UWG Celebration of Graduate Student Research. Three student groups and one individual student presented poster at Georgia Association of Nurse Educators Feb. 2011.	

	<p>The individual student poster earned an Outstanding poster award at GANE Feb. 2011.</p> <p>One group presented poster at Clinical Nurse Leader Summit (national conference) Jan. 2011.</p>
Next Scheduled Assessment	2012-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	9.Practice nursing in leadership and education roles in a manner that reflects caring as the essence of nursing (caring).	
Semester Assessed	2010-3	
Assessment Type or Artifact	Portfolio	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Practice nursing in a manner that reflects the caring and holistic nature of nursing.	
Student Sampling Process (if applicable)	Currently enrolled within NURS 6587	
Data Collection Point	NURS 6587 Nurse Educator Role Practicum I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Activities within the practicum were mutually agreed upon by the faculty and the student. Students created a portfolio based upon the application of theory and research in the educational practice setting. The portfolio allowed for opportunities for the students to demonstrate their competencies in the selected role of nursing educator in a variety of both educational and/or healthcare settings.		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2011-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	9.Practice nursing in leadership and education roles in a manner that reflects caring as the essence of nursing (caring).	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Demonstrate the ability to communicate within a caring philosophy to improve nursing education, the quality of professional nursing practice and the health care system	
Student Sampling Process (if applicable)	All students in the course	
Data Collection Point	6010-01	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Each student exceeded expectations in this course		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	1.Utilize theoretical models, information systems and technology to perform effectively in a variety of nursing practice, leadership, and educational roles. (competence and critical thinking).	
Semester Assessed	2011-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Concept Analysis paper	
Student Sampling Process (if applicable)		
Data Collection Point	N6100 Theoretical Foundations of Nursing	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or better on the assignment; Students will demonstrate capability of scholarly writing; students will demonstrate analysis and synthesis of a selected concept		
Percent of Students with Exemplary Performance	54	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will score 80- 89% on this assignment		
Percent of Students with Proficient Performance	37	%
Description of Developing Performance (Does Not Meet) by a Student		
Students will score 70-79%		
Percent of Students with Developing Performance	7	%
Description of Unacceptable Performance by a Student		
Students will score less than 70%		
Percent of Students with Unacceptable Performance	2	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Students will be required as part of the assignment to submit a draft of the paper to Smarthinking prior to submitting to professor. Students will be encouraged to utilize the various scholarly	

	writing resources available through Smarthinking.
Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	2.Critically appraise original research for practice implications in the context of evidence-based practice.	
Semester Assessed	2013-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	4. Develop evidence-based approaches to address problems in health systems or nursing education. 5. Complete a scholarly investigation culminating in a presentation and/or publication. 2. Apply critical thinking skills in implementing changes in health systems or nursing education	
Student Sampling Process (if applicable)	All students (N=17) were included in the selection	
Data Collection Point	N6989-81	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A clearly-written report discusses the design, requirements, and architecture in detail. Strengths and shortcomings of development tools are discussed. Sources from the literature review are cited as appropriate to provide context.		
Percent of Students with Exemplary Performance	53	%
Description of Proficient Performance (Meets Expectations) by a Student		
The report provides some discussion the design, requirements and implementation, with some reference to literature.		
Percent of Students with Proficient Performance	47	%
Description of Developing Performance (Does Not Meet) by a Student		
The report discusses the major highlights of the projects.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
The report is unclear or incomplete, fails to communicate the fundamental components of the project, or contains plagiarized material.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	The curriculum content has been redesigned to meet the standards of The Masters Essentials. The IRB proposal has been	

	eliminated
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	4.Implement evidence-based practice competencies to achieve quality outcomes and enhance nursing care delivery, leadership and education (critical thinking).	
Semester Assessed	Not Available	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	<p>The student will:</p> <ul style="list-style-type: none"> Identify processes useful in evaluating client care. Explore a variety of methods/processes for evaluating outcomes Consider appropriate methods of documenting outcomes evaluation Present outcome evaluation data in a professional and scholarly manner using relevant technology systems to enhance presentations. Begin to internalize outcomes evaluation as an integral part of advanced practice nursing role 	
Student Sampling Process (if applicable)	All students were assessed.	
Data Collection Point	NURS 6603 -01	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Presentation Evaluation : strongly agree		
Percent of Students with Exemplary Performance	47	%
Description of Proficient Performance (Meets Expectations) by a Student		
Presentation Evaluation : Agree		
Percent of Students with Proficient Performance	53	%
Description of Developing Performance (Does Not Meet) by a Student		
Presentation Evaluation : Disagree		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Presentation Evaluation : Strongly Disagree		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	The rubric will be redesigned to provide more detailed	

	evaluation of student presentations
Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	4. Implement evidence-based practice competencies to achieve quality outcomes and enhance nursing care delivery, leadership and education (critical thinking).	
Semester Assessed	2012-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	4. Develop evidence-based approaches to address problems in health systems or nursing education.	
Student Sampling Process (if applicable)	Class of 4 students worked on faculty originated research study - reliability of pain assessment tool.	
Data Collection Point	Nursing 6989	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90-100%		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
80-89%		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
Below 80%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
n/a		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	No changes planned	
Next Scheduled Assessment		
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	5.Demonstrate critical thinking skills in implementing changes and making decisions in the delivery of healthcare or in nursing education (change and critical thinking).	
Semester Assessed	Not Available	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	<p>The student will;</p> <p>Utilize critical thinking in the application of pathophysiological principles to case situations as a basis for advanced nursing practice based on holism and caring.</p> <p>Utilize critical thinking to synthesize current research findings with evidence-based guidelines to enhance nursing care delivery in the management of selected diseases.</p> <p>Critically analyze the etiology and pathophysiological alterations associated with common health care conditions.</p>	
Student Sampling Process (if applicable)	All students in course were assessed Exam 16 was chosen	
Data Collection Point	Nurs 6404 N=17	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A = 90- 100%		
A = 90- 100%		
B = 80 – 89%		
C = 75 – 79%		
F = below 74%		
Percent of Students with Exemplary Performance	95	%
Description of Proficient Performance (Meets Expectations) by a Student		
B = 80 – 89%		
Percent of Students with Proficient Performance	5	%
Description of Developing Performance (Does Not Meet) by a Student		
C = 75 – 79%		

Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
F = below 74%		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	5.Demonstrate critical thinking skills in implementing changes and making decisions in the delivery of healthcare or in nursing education (change and critical thinking).	
Semester Assessed	2012-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Demonstrate critical thinking skilll in implementing changes and making decisions in the delivery of heathcare or in nurisng education	
Student Sampling Process (if applicable)	All students were assessed	
Data Collection Point	NURS 6602-N01	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will construct an executive summary that demonstrates analysis and synthesis of an executive outcomes study. The student will demonstrate mastery of this exercise by scoring 80% or higher on the assignment as determined by the rubric		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
The student will score 80% or greater of the points allotted per the rubric score.		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
No student failed to meet expectations.		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
No student performed unacceptably.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement		
Comments on Planned Improvement	No improvement.	
Next Scheduled Assessment	2013-1	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	6. Develop and implement practice, leadership, management, and teaching strategies for the improvement of healthcare or nursing education (commitment).	
Semester Assessed	Not Available	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	<p>NURS 6187 is a clinical practicum of 75 hours</p> <p>The student will:</p> <p>Demonstrate understanding of the economic context of healthcare and its relationship to the role of the clinical nurse leader.</p> <p>Assume the role of role of clinician, educator, and client advocate</p> <p>Articulate the role of clinical nurse leader assertively and professionally to health care team members, policy makers, and consumers.</p>	
Student Sampling Process (if applicable)	All students were assessed. N=22	
Data Collection Point	NURS 6187	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A = 90-100%		
Percent of Students with Exemplary Performance	95	%
Description of Proficient Performance (Meets Expectations) by a Student		
B = 80-89%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
C = 75-79%		
Percent of Students with Developing Performance	5	%
Description of Unacceptable Performance by a Student		
F= less than 75%		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	This course will not be taught in the revised curriculum	

Next Scheduled Assessment	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	7.Communicate effectively using a collaborative approach to improve nursing education, the quality of professional nursing practice and the healthcare system (collaboration and communication).	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Clinical Project that involves communication and collaboration in the practice setting.	
Student Sampling Process (if applicable)	All students enrolled in the course	
Data Collection Point	NURS 6687 - Health Systems Leadership Role Practicum I	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students will score 90% or better on this assignment.		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students will score 80-89% on this assignment.		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Students scoring less than 80% on this assignment		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	
Comments on Planned Improvement		
Next Scheduled Assessment		
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	7.Communicate effectively using a collaborative approach to improve nursing education, the quality of professional nursing practice and the healthcare system (collaboration and communication).	
Semester Assessed	2013-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	The student will : Negotiate the role of clinical nurse leader and change agent in the practice setting Collaborate with others to effectively lead and manage a diverse interdisciplinary health care team Demonstrate the ability to tolerate ambiguity and the changing nature of the role in making the transition to clinical nurse leader.	
Student Sampling Process (if applicable)	All students were assessed. This is a pass or fail assignment . This course is a clinical immersion practicum	
Data Collection Point	NURS6387 CNL practicum	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		

Next Scheduled Assessment	2014-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	8. Attain a level of scholarship congruent with preparation for doctoral study (commitment).	
Semester Assessed	2012-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Complete a scholarly investigation culminating in a presentation or publication.	
Student Sampling Process (if applicable)	Class of 4 students worked collaboratively on one project with faculty.	
Data Collection Point	Nursing 6989	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90-100%		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
80-89%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Below 80%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
N/A		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	No changes planned	
Next Scheduled Assessment		
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report		
University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Master of Science in Nursing	
Learning Outcome	8. Attain a level of scholarship congruent with preparation for doctoral study (commitment).	
Semester Assessed	2012-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Online	
Operational Definition or Learning Objective	Evidence Based project	
Student Sampling Process (if applicable)	All students in course were selected for assessment	
Data Collection Point	Nurs 6989	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Group of students will complete an IRB application for a research project. The student will demonstrate mastery of this exercise by receiving approval of UWG IRB. There is no rubric or assessment instrument		
Percent of Students with Exemplary Performance	100	%
Description of Proficient Performance (Meets Expectations) by a Student		
Group of students will complete an IRB application for a research project. The student will demonstrate mastery of this exercise by receiving approval of UWG IRB. There is no rubric or assessment instrument		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
A group of students will complete an IRB application which is not approved		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
A group of students will not complete an IRB application.		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	No planned improvements	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Doctor of Education with a Major in Nursing Education	
Learning Outcome	Advance the scholarship of nursing education.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	1	
Location	Online	
Operational Definition or Learning Objective	Analyze risks and opportunities that confront nurse educators as members of a global nursing community	
Student Sampling Process (if applicable)	All	
Data Collection Point	NURS 9001	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
The student will demonstrate mastery of Current and Emerging Philosophical Challenges in nursing education with the use of analysis and synthesis within a scholarly paper.		
Percent of Students with Exemplary Performance	93	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
One student was unable to complete the course assignment and therefore did not meet all course outcomes.		
Percent of Students with Unacceptable Performance	7	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Students will be required to submit a draft of the paper to Smarthinking prior to final submission of the paper. Also, students will be encouraged to utilize the various scholarly writing resources available through Smarthinking and the university writing center.	

Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		
Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Doctor of Education with a Major in Nursing Education	
Learning Outcome	Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	1	
Location	Online	
Operational Definition or Learning Objective	Evaluate characteristics of effective research designs in nursing education	
Student Sampling Process (if applicable)	All	
Data Collection Point	NURS 9002	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
The student will demonstrate mastery of effective research designs in nursing education with the use of analysis and synthesis within a scholarly paper.		
Percent of Students with Exemplary Performance	93	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
One student was unable to complete the course assignment and therefore did not meet all course outcomes.		
Percent of Students with Unacceptable Performance	7	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Students will be required to submit a draft of the paper to	

	Smarthinking prior to final submission of the paper. Also, students will be encouraged to utilize the various scholarly writing resources available through Smarthinking and the university writing center.
Next Scheduled Assessment	2013-3

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Doctor of Education with a Major in Nursing Education	
Learning Outcome	Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership roles.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	1	
Location	Online	
Operational Definition or Learning Objective	Identify trends and major nursing education issues	
Student Sampling Process (if applicable)	All	
Data Collection Point	NURS 9001	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
The student will participate in an Interactive On Line Chat based upon nursing education current issues and trends to further student knowledge levels and increase learner motivation.		
Percent of Students with Exemplary Performance	93	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
One student was unable to complete the course assignment and therefore did not meet all course outcomes.		
Percent of Students with Unacceptable Performance	7	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	No planned improvement	
Next Scheduled Assessment	2013-3	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Doctor of Education with a Major in Nursing Education	
Learning Outcome	Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	1	
Location	Online	
Operational Definition or Learning Objective	Synthesize information from multiple sources	
Student Sampling Process (if applicable)	All	
Data Collection Point	NURS 9001	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
The student will demonstrate mastery of current evidence-based strategies in nursing education with the use of analysis and synthesis within a scholarly paper.		
Percent of Students with Exemplary Performance	93	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
One student was unable to complete the course assignment and therefore did not meet all course outcomes.		
Percent of Students with Unacceptable Performance	7	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	Students will be required to submit a draft of the paper to Smarthinking prior to final submission of the paper. Also, students will be encouraged to utilize the various scholarly writing resources available through Smarthinking and the	

	university writing center.	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
School of Nursing		
Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	School of Nursing	
Academic Program	Doctor of Education with a Major in Nursing Education	
Learning Outcome	Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Case Analysis	
Cohort (if Applicable)	1	
Location	Online	
Operational Definition or Learning Objective	Engage in scholarly debate through objectivity and challenging of assumptions	
Student Sampling Process (if applicable)	All	
Data Collection Point	NURS 9001	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
The student will demonstrate mastery of the continuous pursuit of quality improvement in nursing education via the engagement in scholarly debate through objectivity and challenging of assumptions in nursing education		
Percent of Students with Exemplary Performance	93	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
One student was unable to complete the course assignment and therefore did not meet all course outcomes.		
Percent of Students with Unacceptable Performance	7	%
<i>Improvements or Changes Based on this Assessment</i>		

Type of Planned Improvement	Results are Satisfactory
Comments on Planned Improvement	
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
School of Nursing	

Richards College of Business

The Richards College of Business offers the following academic programs:

Bachelor of Business Administration with Major in:

- Accounting
- Economics
- Finance
- Management
- Management Information Systems
- Marketing
- Real Estate

Bachelor of Arts with Major in International Economic Affairs

Bachelor of Science with a Major in Economics

Bachelor of Science with a Major in Economics with Secondary Education Certification

Master of Business Administration

Master of Professional Accounting

Master of Education in Business Education

In addition to the Carrollton Campus, the following programs are offered at off-campus sites or online:

Master of Business Administration offered:

- Newnan
- Douglasville
- On-line

For this assessment summary, the following academic programs are included as a representative sample of the academic program offerings within the Richards College of Business:

Bachelor of Business Administration in Management

Master of Business Administration – Carrollton

Master of Business Administration - Newnan

Why were these programs selected to represent all programs and locations listed above? How is this sample justified and representative of program offerings and locations?

The BBA degree enrolls approximately 95% of undergraduate students in the Richards College. The Management major has the largest disciplinary enrollment, and is, thus, a good representation of the undergraduate degree program offerings. The MBA degree program enrolls approximately 80% of all graduate students, and thus, having both the Carrollton and Newnan locations provide good representation and comparison of the graduate program offerings and locations. The Douglasville location is relatively new, so few assessment points are available.

For each program in this sample, the Richards College of Business provides the following detailed analysis of program learning outcomes, measurements of these learning outcomes, and improvements based on analysis of the results. This is a summary of each program and/or program location identified in the sample above.

Degree Program: Bachelor of Business Administration in Management

Degree program Location: Carrollton, GA

Measureable Learning Outcomes for this Academic Program:

Bachelor of Business Administration Learning Objectives	
Learning Outcome	How is this Learning Outcome measured?
LO1.1 Students will produce professional quality business documents.	Group presentations evaluated with a rubric in all sections of ABED 3100, Business Communications.
LO1.2 Students will make a professional presentation.	Group presentations evaluated with a rubric in all sections of ABED 3100, Business Communications.
LO2.1 Students will construct and interpret tabular and graphical methods of presenting qualitative and quantitative data.	Exam constructing frequency distributions, histograms, bar graphs, and pie charts, in selected sections of ECON 3402, Statistics for Business I.
LO2.2 Students will use spreadsheet software to evaluate and use the results of regression models.	Regression analysis assignment in Excel. Graded assignment in all sections of ECON 3402, Statistics for Business I.
LO2.3 Students will solve and interpret quantitative business models using spreadsheet software.	Quantitative analysis of a linear-programming problem. Graded assignment in all sections of ECON 3406, Statistics for Business II.
LO3.1 Students will effectively use a word processing program.	Students compose and format a formal interview follow-up thank you letter. Evaluated with a rubric in all sections of ABED 3100, Business Communications.
LO3.2 Students will effectively use a spreadsheet program.	Technical assignment analyzing sales data in a spreadsheet. Graded assignment in all sections of ECON 3402, Business Statistics.
LO3.3 Students will effectively use a presentation program.	Formal, oral team presentation in ABED 3100, Business Communications, evaluated with a rubric.
LO4.1 Students will demonstrate a basic knowledge of the fundamental concepts of accounting, economics, finance, the legal environment of business, management, and marketing.	Comprehensive field exam given to all senior business students enrolled in MGNT 4660, Strategic Management.
LO5.1 Students will demonstrate the ability to analyze issues and situations having ethical and legal implications for business.	Embedded questions (8) in exam in BUSA 2106, Legal and Ethical Environment of Business course sections. Graded.
LO5.2 Students will demonstrate a basic knowledge of international economic and business concepts.	Embedded questions (10) in exam in international business courses.
LO6.1 Students will demonstrate a basic knowledge of relevant costs for decision making.	Embedded questions in the Final Exam in ACCT 2102, Principles of Accounting II.
LO6.2 Students will demonstrate the ability to	Case analysis evaluated with a rubric in all sections of

analyze the current situation of an organization and to develop a plan to ensure organizational viability.	MGNT 4660, Strategic Management.
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Management Major-Specific Learning Goals

MGT 1: Management majors will demonstrate the ability to research and comprehend employment data in areas such as staffing, training, development, and compensation.	Graded written assignment in all sections of MGNT 4620, Human Resource Management.
MGT 2: Management majors will demonstrate the ability to apply management related theories to practical applications.	Group project evaluated with a rubric in all sections of MGNT 3605, Organizational Behavior.

Master of Business Administration	
Learning Outcome	How is this Learning Outcome measured?
LO1.1 Students will be able to create effective written business documents.	Written Assignment evaluated with a rubric in MGNT 6681, Strategic, Ethical and Global Management.
LO1.2 Students will be able to prepare and deliver effective business presentations.	Presentation evaluated with a rubric in MKTG 6815, Marketing Strategy.
LO2.1 Students will demonstrate effective group collaboration behavior in accomplishment of tasks.	Peer evaluations using a rubric in MKTG 6815, Marketing Strategy.
LO2.2 Students will be able to evaluate effective leadership behavior.	Embedded exam questions in MGNT 6670, Organizational Theory and Behavior
LO3.1 Students will be able to identify trends in the global marketplace.	Embedded exam questions in ECON 6450-01, Managerial Economics
LO3.2 Students will assess the role that the global business environment plays in business decisions.	Journal article and case analysis in ACCT 6232, Managerial Accounting
LO4.1 Students will be able to identify ethical theories and concepts and their importance.	Exam, Multiple Choice Questions in MKTG 6815, Marketing Strategy.
LO4.2 Students will evaluate managerial decisions using an ethical framework.	Exam, Short Essay Questions in MKTG 6815, Marketing Strategy
LO5.1 Students will be able to apply decision-making processes to define the problem, identify and collect needed information, and analyze the information to reach appropriate decisions.	Case analysis and exam in MGNT 6681, Strategic Management.
LO5.2 Students will be able to analyze and	Case analysis and exam in MGNT 6681, Strategic

reach an appropriate decision when presented with multi-functional issues.	Management.
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Based on assessments of these learning outcomes using the assessment measures identified above, please list the improvements that have been implemented in this academic program over the last 3-5 years:

Program assessment has been in place in the Richards College of Business since 2004-05, and major-specific goals assessment began in 2007-08.

The Richards College Undergraduate Programs Committee and Graduate Programs Committee maintain the ongoing processes of curriculum review, scholarship allocation, and assurance of learning for their respective programs. Faculty within each discipline are responsible for recommending changes in individual majors, with oversight by the UPC or GPC.

Curriculum and program changes include implementation of a performance dictionary for skill reviews for students (http://www.westga.edu/rcob/index_16340.php); changes in program entrance requirements and course pre-requisites; use of GMAT waiver for select students; changes in required courses for BBA and MBA; competitive admission for MBA program; replacing MBA entry requirements with modules (students may choose to take undergraduate equivalent courses); and changing BBA international coverage to discipline-specific courses.

Improvements in pedagogy include increased focus on topics such as interpretation of quantitative analysis, spreadsheet skills, and ethics; discussions among faculty teaching multiple sections to collaborate on content and methodology; moving instruction on regression analysis to the beginning of the semester; implementing quizzes and extra assignments in several classes; and restructuring courses to better prepare students for skills needed in the workplace.

Process improvements include additions and revisions of rubrics and scoring materials; changes in the assessment timeline and courses designated for each goal or objective; implementation of deadlines for assessment reports; changes in the route of reports among faculty and committees; development of an internal field exam; changes in learning goals and development of learning objectives; moving the MBA exit exam to the capstone (MGNT 6681) course instead of a stand-alone exam; and moving to a two-year assessment cycle for some learning objectives.

A comprehensive revision of the assurance of learning program in the Richards College was conducted in 2009-10, and the BBA, MBA and MPAcc learning goals were revised, including a set of specific learning objectives for each goal. These revisions were presented at faculty meetings and after discussion and several edits were made, the faculty approved the goals presented above for implementation in the Spring of 2010.

Over the Summer and Fall 2010, faculty teaching required courses for the BBA and MBA independently identified the degree to which each learning objective was covered in his/her class. In areas with multiple professors, these responses were compiled and discussions were held to compare results. While there was much similarity in responses, this exercise did result in a number of surprising differences among faculty. Additionally, all faculty teaching required courses in the MBA program met to discuss similar topics and programmatic coverage. After these discussions and a consensus about minimum coverage of topics, new AOL timelines were developed for the BBA and MBA programs.

Two key changes in graduate programs were implemented Fall 2007; both are targeted primarily at non-traditional students with business experience. Core business course requirements for MBA applicants with a non-business undergraduate degree were revised. Seven (rather than the previous eleven) courses are

required, and each may be taken as an on-line, self-paced module. This dramatically eliminates the preparatory time for candidates, while maintaining the option of taking traditional in-class courses for those who so choose.

The second change provides a limited number of GMAT waivers for qualifying students. Prospective students with substantial management experience (in years and rank) may be considered for a GMAT waiver for the MBA program.

After much discussion about the limited ability to evaluate and implement changes based on results of the ETS field test, the UPC worked with faculty from each discipline to develop an exam for RCOB students. Faculty determined what information they believed is critical for students to retain after graduation and developed ten questions in each discipline. The exam was pilot tested during 2009-10 and implemented in the capstone (MGNT 4660) class, and changes were made to the process and some exam questions. During the pilot phase, faculty teaching MGNT 4660 allocated no points toward students' final grades for the field test. During 2010-11, as much as 5% of each student's grade was based on results of the Field Test. Table 7 provides the results. Faculty in each discipline received detailed analysis of answers to each question, facilitating discussion of topics and coverage in core courses. During 2011-12, the ten questions from each discipline were included in exams in the classes during which the topics are taught. This provided additional data to facilitate comparison between what students learn in the classes versus what they remember at the end of their program.

In the Management Degree program, program assessments in Fall 2010 showed a need for improvement in writing skills, particularly for technical reports. Curriculum improvements included additional emphasis on this type of writing, and good examples of technical writing were reviewed. Student writing assessments showed consistent improvement during the Fall of 2011 and 2012.

Attached to this report are the learning outcome assessment reports from this program and location as well as the most recent completed comprehensive program review. Note: since curriculum in the Carrollton, Newnan and Douglasville locations are identical for the MBA program, improvements were made to all three locations simultaneously.

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	Acquire basic skills in information and business technology
Semester Assessed	2008-1
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	Students will be able to effectively use a word processing software program, a spreadsheet program, a database management program and develop a simple presentation using a presentation software program.
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Student Sampling Process (if applicable)	Each student completed a workbook of activities (modules) assessing their abilities on different tasks. At the end of each module, a test was given. There was also a final comprehensive exam
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Data Collection Point	CISM 2201
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

70% or higher correct

Percent of Students with Exemplary Performance	95	%
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Description of Proficient Performance (Meets Expectations) by a Student

60% - 69% correct

Percent of Students with Proficient Performance	5	%
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Description of Developing Performance (Does Not Meet) by a Student

Less than 60% correct

Percent of Students with Developing Performance	0	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Results are Satisfactory
Comments on Planned Improvement	Continued data collection to confirm results.
Next Scheduled Assessment	2009-1

Administrative or Faculty Review of this Assessment(if applicable)

Impact of Improvements?

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Learning Outcome Assessment Report		
University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	Acquire basic skills in information and business technology	
Semester Assessed	2008-3	
Assessment Type or Artifact	Quantitative Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will use spreadsheet software to analyze business data	
Student Sampling Process (if applicable)	All students in two sections of ECON 3402 completed the assignment	
Data Collection Point	ECON 3402	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A score of 87% or higher correct		
Percent of Students with Exemplary Performance	64	%
Description of Proficient Performance (Meets Expectations) by a Student		
A score of 60% or higher correct		
Percent of Students with Proficient Performance	31	%
Description of Developing Performance (Does Not Meet) by a Student		
A score of less than 60% correct		
Percent of Students with Developing Performance	6	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	To improve the performance of the students, in the future, I will cover the topic of regression from the very beginning of the course. Have the students submit a project, grade it, and then reassign a similar project at the end of the course with a few more analytical questions. Their final grade on the project would be the average of the two.	

Next Scheduled Assessment	2009-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
The RCOB UPC committee agreed with the recommendation of the ECON 3402 faculty that regression analysis be given an added focus in the course.	
<i>Impact of Improvements?</i>	
Follow-up assessment results from Fall 2009: Based on the 2008 AOL analysis faculty decided to cover the topic of regression from the very beginning of the course and to have students submit two similar projects. Students were to receive individual feedback and more instruction in between submissions. While the percent of students meeting or exceeding expectations in the second assignment was very satisfactory, not all students completed the assignment: only 54% of students in the fully online class and 62% of students in the partially online class. We believe that the relatively low response rate was a result of the grading scheme: the second assignment was presented as an extra credit opportunity in which students could earn up to 5 points (or 5% of their grade)	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 1: Communicate effectively.	
Semester Assessed	2006-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	1: Focus on the communication skills essential for career advancement. 4: Stress the importance of oral communication in a business setting	
Student Sampling Process (if applicable)	Two trained evaluators observed students enrolled in ABED 3100 in the Spring Semester of 2005. Both evaluators had successfully completed a Master's Level communications course. The results of these evaluations are attached to this document. Each number is the average between the two evaluators. A sample of reliability correlations showed an interrater reliability greater than .8.	
Data Collection Point	ABED 3100: Managerial Reporting	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Performance Results in All categories of the rubric was Average		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	

Comments on Planned Improvement	The committee was generally satisfied with the results of the initial evaluation of oral communication skills. The committee recommended focusing on improvement in the skill area of preparedness
Next Scheduled Assessment	2007-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
In June 2006 the Associate Dean met with the Management Department Chair and all instructors of ABED 3100. The discussion focused on the results of the Spring Assessment. The instructors were pleased with the results and agreed to focus on preparedness in oral communication. All instructors agreed to stress this area in in the coming semester and prepare to reevaluate this assessment in the coming spring semester.	
<i>Impact of Improvements?</i>	
Instructors began to place additional focus on student preparedness for this particular assessment.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 1: Communicate effectively.	
Semester Assessed	2007-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Stress the importance of oral communication skills essential for communication in a business setting and for career advancement.	
Student Sampling Process (if applicable)	ABED 3100 uses a group presentation to evaluate if student scam communicate effectively. Each person in the class was evaluated using a rubric, and the results are below.	
Data Collection Point	ABED 3100-01, 02, 03, 04, 05	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Satisfactory across all sections of the course. (Summary of results by section are provided on the attached assessment summary.)		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	The committee met and reviewed the data from the student's presentations. They committee agreed that the results were satisfactory. The committee also recommended that in future semesters, we add the following factors measuring the audience	

	reaction to a students presentation.
Next Scheduled Assessment	2008-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
This item has been added to the rubric and will be assessed in future semesters.	
<i>Impact of Improvements?</i>	
Student performance was satisfactory in all categories.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 1: Communicate effectively.	
Semester Assessed	2008-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Stress the importance of oral communication skills essential for communication in a business setting and for career advancement.	
Student Sampling Process (if applicable)	ABED 3100 uses a group presentation to evaluate if students are able to communicate effectively. Each person in the class was evaluated using a rubric, and the results are below.	
Data Collection Point	ABED 3100	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Overall student performance in all categories was deemed acceptable. See attached summary for results by course section and rubric category.		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Use more specific measurement scales for Audience Awareness, Effective Use of Technology, and Audience Response. 2. Compute the standard deviation of ratings for each course for a better comparison among the courses. 	

	3. Review and update the rubric used in this assessment.
Next Scheduled Assessment	2009-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
The rubric has recently been updated, and the standard deviations will be added in the next review of this learning goal.	
<i>Impact of Improvements?</i>	
Rubric updated, and the standard deviations will be added in the next review of this learning goal in Spring 2009.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 1: Communicate effectively.	
Semester Assessed	2009-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Communicate effectively through individual/formal team oral presentations and writing business documents. 4. Display oral communication skills through individual and team projects. (LG 1; LO 6)	
Student Sampling Process (if applicable)	A trained evaluator (who holds a Master of Business Administration Degree) attended all presentations and evaluated each student using the rubric shown below.	
Data Collection Point	ABED 3100 - all sections	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Exceeds Expectations: 3 out of 3 - 100%		
Percent of Students with Exemplary Performance	81	%
Description of Proficient Performance (Meets Expectations) by a Student		
Meets Expectations: 2 out of 3 - 67 %		
Percent of Students with Proficient Performance	16	%
Description of Developing Performance (Does Not Meet) by a Student		
1 of 3 - 33 %		
Percent of Students with Developing Performance	1	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	<ol style="list-style-type: none"> 1. Provide classroom assignments (prior to oral presentations) to hone oration skills (impromptu speaking). (P) 2. Provide written Tips for Oral Presentation (attached). (E) 3. Revise oral presentation evaluator rubric (attached). (E) 4. Arrange for student team practice areas (rooms) to practice oral 	

	presentations before the performance dates. (P)
Next Scheduled Assessment	2010-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
The RCOB Undergraduate Programs Committee agreed with the recommendations for course improvements made by the faculty teaching the course.	
<i>Impact of Improvements?</i>	
Suggested improvements implemented. Student impact to be assessed in Spring 2010.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 1: Communicate effectively.	
Semester Assessed	2010-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Demonstrate oral communication skills through individual and team projects	
Student Sampling Process (if applicable)	All students enrolled in business communications courses participated in the assessment.	
Data Collection Point	ABED 3100 - All courses	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A score of 4 out of 4 on a four-point rubric.		
Percent of Students with Exemplary Performance	52	%
Description of Proficient Performance (Meets Expectations) by a Student		
A score of 3 out of 4 on a four-point rubric		
Percent of Students with Proficient Performance	32	%
Description of Developing Performance (Does Not Meet) by a Student		
A score of 2 out of 4 or below on a four-point rubric		
Percent of Students with Developing Performance	16	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	Improvements for 2009: 1. Provided assignments (prior to oral presentations) to hone oration skills (impromptu speaking). (P) 2. Provided written Tips for Oral Presentation/PowerPoint. (E) 3. Implemented a new Oral Presentation Evaluator Rubric. (E) 4. Arranged for student team practice areas (rooms) to practice oral	

	<p>presentations before the performance dates. (P)</p> <p>Improvements for 2010:</p> <ol style="list-style-type: none"> 1. Provide and discuss the Oral Presentation Evaluator Rubric before student presentations. Faculty felt that explaining the characteristics of a good oral presentation will increase student performance. <p>Plans for 2011:</p> <ol style="list-style-type: none"> 1. All of the improvements adopted in 2009 will continue to be taught in the course (tips sheet, practice areas (rooms), and impromptu speaking assignments).
Next Scheduled Assessment	2010-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE UNDERGRADUATE PROGRAMS COMMITTEE REVIEWED THE REVISED RUBRIC AND FELT THAT IT WAS AN IMPROVEMENT OVER THE EARLIER VERSION. IN ADDITION, THE COMMITTEE SUPPORTED THE RECOMMENDATIONS OF THE ABED FACULTY. THE COMMITTEE FELT THAT PROVIDING WRITTEN TIPS TO STUDENTS ABOUT WHAT CONSTITUTES A GOOD ORAL PRESENTATION AND PROVIDING PRACTICE ROOMS FOR STUDENT TEAMS WOULD ULTIMATELY RESULT IN BETTER STUDENT PRESENTATIONS.</p>	
<i>Impact of Improvements?</i>	
<p>Improvements for 2010:</p> <ol style="list-style-type: none"> 1. Provide and discuss the Oral Presentation Evaluator Rubric before student presentations. Faculty felt that explaining the characteristics of a good oral presentation will increase student performance. <p>Students will be assessed again in Fall 2010 and Spring 2011.</p>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 1: Communicate effectively.	
Semester Assessed	2010-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will produce professional quality business documents.	
Student Sampling Process (if applicable)	A trained evaluator (holds a Master of Business Administration Degree) scored all letters (189 students assessed) using a letter rubric. The rubric is based on a four-point scale.	
Data Collection Point	ABED 3100 - All Sections	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
4 out of 4 on a 4 pt. scale		
Percent of Students with Exemplary Performance	64	%
Description of Proficient Performance (Meets Expectations) by a Student		
3 out of 4 Correct on a 4 pt. scale		
Percent of Students with Proficient Performance	30	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 3 out of 4 on a 4 pt. scale.		
Percent of Students with Developing Performance	6	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	1. Revise written evaluator rubric to assess individual student letters. (E) 2. Provide additional editing assignments for individual student practice. (P)	

	3. Provide additional proofreading assignments for team/individual student practice. (P)
Next Scheduled Assessment	2011-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE UNDERGRADUATE PROGRAMS COMMITTEE WAS A BIT CONCERNED THAT 94% OF THE STUDENTS MET OR EXCEEDED EXPECTATIONS ON THIS WRITING ASSESSMENT. IT WAS EXPLAINED THAT STUDENTS FIRST TURN IN A ROUGH DRAFT OF THE WRITING ASSESSMENT (JOB INTERVIEW THANK YOU LETTER). THUS, STUDENTS ARE ABLE TO GET SUBSTANTIAL FEEDBACK BEFORE THEY TURN IN THE FINAL LETTER. THE COMMITTEE SUPPORTED THE ABED FACULTY RECOMMENDATION THAT THE WRITTEN ASSESSMENT BE DONE IN A DIFFERENT SEMESTER (FALL) THEN THE ORAL ASSESSMENT (SPRING). THE COMMITTEE WOULD LIKE THE ABED FACULTY TO PROVIDE MORE DETAILS ON THE PARTS OF THE LETTER (GRAMMAR, SPELLING, FORMAT, ETC) IN WHICH THE STUDENTS PERFORMED BETTER OR WORSE.</p>	
<i>Impact of Improvements?</i>	
Follow-up assessment to be done in Fall 2012.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 1: Communicate effectively.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO1.2 Students will make a professional presentation	
Student Sampling Process (if applicable)	All students in each section were assessed. A trained evaluator (holds MBA/M.Ed. degrees) assessed each student using the attached rubric. Each ABED 3100 section was assessed; each student was assessed.	
Data Collection Point	ABED 3100	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Rubric score of 4 out of 4		
Percent of Students with Exemplary Performance	69	%
Description of Proficient Performance (Meets Expectations) by a Student		
Rubric score of 3 out of 4		
Percent of Students with Proficient Performance	21	%
Description of Developing Performance (Does Not Meet) by a Student		
Rubric score of 2 or less		
Percent of Students with Developing Performance	10	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	Activities to improve all categories (continued): 1. Include more impromptu speaking activities (more than one-time activity). (P)	

	<p>2. Use oral presentation rubric to evaluate student impromptu speaking activities (practice). (E)</p> <p>Activities to improve (new):</p> <ol style="list-style-type: none"> 1. Show selected videos of speakers online or in class; ask students to evaluate speakers using oral presentation rubric. (E) 2. Require students to evaluate more than one oral presentation (outside speaker) using rubric. (E)
Next Scheduled Assessment	2013-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>The RCOB UPC reviewed the assessment results for LO1.2. The committee agreed with the recommendations of the faculty teaching ABED 3100. The committee felt that these recommended improvements might better assist students in meeting expectations. The committee also recommended that this assessment be moved to a two-year assessment cycle.</p>	
<i>Impact of Improvements?</i>	
<p>The RCOB UPC reviewed the assessment results for LO1.2. The committee agreed with the recommendations of the faculty teaching ABED 3100. The committee felt that these recommended improvements might better assist students in meeting expectations.</p>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 2: Apply basic quantitative skills to business problems.	
Semester Assessed	2008-3	
Assessment Type or Artifact	Quantitative Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Objective 2.2 Students will conduct simple regression analysis and explain the implications of the findings.	
Student Sampling Process (if applicable)	All students in two sections of ECON 3402 completed the assignment	
Data Collection Point	ECON 3402	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
A score of 87% or higher correct		
Percent of Students with Exemplary Performance	68	%
Description of Proficient Performance (Meets Expectations) by a Student		
A score of 60% or higher correct		
Percent of Students with Proficient Performance	28	%
Description of Developing Performance (Does Not Meet) by a Student		
A score of less than 60% correct		
Percent of Students with Developing Performance	4	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	To improve the performance of the students, in the future, I will cover the topic of regression from the very beginning of the course. Have the students submit a project, grade it, and then reassign a similar project at the end of the course with a few more analytical questions. Their final grade on the project would be the average of the two.	
Next Scheduled Assessment	2009-3	

Administrative or Faculty Review of this Assessment(if applicable)

The RCOB UPC committee agreed with the recommendation of the ECON 3402 faculty that regression analysis be given an added focus in the course.

Impact of Improvements?

Based on the 2008 AOL analysis faculty decided to cover the topic of regression from the very beginning of the course and to have students submit two similar projects. Students were to receive individual feedback and more instruction in between submissions. While the percent of students meeting or exceeding expectations in the second assignment was very satisfactory, not all students completed the assignment: only 54% of students in the fully online class and 62% of students in the partially online class. We believe that the relatively low response rate was a result of the grading scheme: the second assignment was presented as an extra credit opportunity in which students could earn up to 5 points (or 5% of their grade)

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	LG 2: Apply basic quantitative skills to business problems.
Semester Assessed	2009-1
Assessment Type or Artifact	Quantitative Analysis
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	<p>1) transform a rather general problem into a well-defined problem that can be solved quantitatively</p> <p>2) collect and input data into quantitative models</p> <p>3) solve models ?by hand? and with specialized computer software or spreadsheets</p>
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Student Sampling Process (if applicable)	<p>Task 1 Graphical analysis of a linear programming problem</p> <p>Task 2 Linear programming case problem (planning an advertising campaign)</p> <p>Task 3 Forecasting calculations (by-hand)</p> <p>Task 4 Forecasting calculations (using Excel)</p>
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Data Collection Point	ECON 3406 - Three sections, 109 Students
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

<p>Task 1 Score of 10</p> <p>Task 2 ?Very Good?</p> <p>Task 3 Score of 10</p> <p>Task 4 Score of 10</p> <p>(See assessment instrument file below for student performance percentages.)</p>		
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Percent of Students with Exemplary Performance	0	%
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Description of Proficient Performance (Meets Expectations) by a Student

<p>Task 1 Score of 9</p> <p>Task 2 ?Good?</p> <p>Task 3 Score of 8-9</p> <p>Task 4 Score of 8-9</p> <p>(See assessment instrument file below for student performance percentages.)</p>		
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Percent of Students with Proficient Performance	0	%
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Description of Developing Performance (Does Not Meet) by a Student

<p>All others below the criteria for "Meets Expectations"</p> <p>(See assessment instrument file below for student performance percentages.)</p>		
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Percent of Students with Developing Performance		0	%
Description of Unacceptable Performance by a Student			
Percent of Students with Unacceptable Performance		0	%
<i>Improvements or Changes Based on this Assessment</i>			
Type of Planned Improvement	Curriculum		
Comments on Planned Improvement	Virtually all students are able to enter data successfully into the Management Scientist software for straightforward problems. About 2/3's of the students are able to formulate problems and interpret results. Greater emphasis needs to be placed on spreadsheet skills as only a small percentage of students met or exceeded expectations on Task 4 (forecasting calculations using Excel).		
Next Scheduled Assessment	2010-1		
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>			
The RCOB UPC committee agreed with the recommendation of the ECON 3406 faculty that Excel applications for solving quantitative be given an added focus in the course.			
<i>Impact of Improvements?</i>			
Follow-up assessments in Spring 2011 showed nearly 90% of students met or exceeded expectations on this assessment.			

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	LG 2: Apply basic quantitative skills to business problems.
Semester Assessed	2009-3
Assessment Type or Artifact	Quantitative Analysis
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	Objective 2.2 Students will conduct simple regression analysis and explain the implications of the findings
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Student Sampling Process (if applicable)	Students in two sections of Economics 3402 were asked to complete two regression analysis assignments.
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Data Collection Point	ECON 3402
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

PERCENT CORRECT NEEDED TO EXCEED EXPECTATIONS=87% (Results: Online: 61.5%; Partially Online: 43.5%)

Percent of Students with Exemplary Performance	0	%
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Description of Proficient Performance (Meets Expectations) by a Student

PERCENT CORRECT NEEDED TO MEET EXPECTATIONS=60% (Results: Online: 30.8%; Partially Online: 52.2%)

Percent of Students with Proficient Performance	0	%
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Description of Developing Performance (Does Not Meet) by a Student

A score below 60% correct (Results: Online: 15.4%; Partially Online: 30.4%)

Percent of Students with Developing Performance	0	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Evaluation
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Comments on Planned Improvement	Based on the 2008 AOL analysis faculty decided to cover the topic of regression from the very beginning of the course and to have students submit two similar projects. Students were to receive individual feedback and more instruction in between submissions. While the percent of students meeting or exceeding expectations in the second assignment was very satisfactory, not all students completed the assignment: only 54% of students in the fully online
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	<p>class and 62% of students in the partially online class. We believe that the relatively low response rate was a result of the grading scheme: the second assignment was presented as an extra credit opportunity in which students could earn up to 5 points (or 5% of their grade). In the future, we will to increase the weight of the assignment in the final course grade to encourage more students to complete it.</p>
Next Scheduled Assessment	2010-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>The RCOB Undergraduate Programs Committee agrees with the recommendations of the faculty. The committee also recommends that future assessments be rotated over a five-year period among faculty who teach the course.</p>	
<i>Impact of Improvements?</i>	
<p>Follow-up assessment done in Fall 2011. Results: Students performed exceptionally well in the assessment. This is particularly true for students who had face-to-face interaction with the instructor. Faculty believes that students can easily master this material and should require more from students.</p>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 2: Apply basic quantitative skills to business problems.	
Semester Assessed	2010-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO2.1 Students will construct and interpret tabular and graphical methods of presenting qualitative and quantitative data	
Student Sampling Process (if applicable)	Students in two fall sections of Economics 3402 (54 students) (one online section and one partially online section) were asked to construct frequency distributions, histograms, bar graphs, and pie charts. Students were further asked to complete a ten question multiple choice quiz. The quiz was delivered online.	
Data Collection Point	ECON 3402	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90% Correct - 79.17% of students in the Partially Online Section; 70.00% of students in the Fully Online Section		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
60% Correct - 20.83% of students in the Partially Online Section; 26.67% of students in the Fully Online Section		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Below 60% Correct - 0.00% of students in the Partially Online Section; 3.33% of students in the Fully Online Section		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	Students performed exceptionally well in the assessment. This is particularly true for students who had face-to-face interaction with the instructor. Faculty believes that students can easily master this material and should require more	

	from students. Next year, faculty will create a more challenging assignment to test learning objective 2.1. Faculty will require a combination of a multiple choice quiz and an Excel submission from students.
Next Scheduled Assessment	2011-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
THE UNDERGRADUATE PROGRAMS COMMITTEE REVIEWED THE ASSESSMENT AND AGREED WITH THE RECOMMENDATIONS OF THE FACULTY TEACHING THE COURSE. THE COMMITTEE NOTED THAT THE RESULTS OF THE ASSESSMENT FOR THE PARTIALLY ONLINE AND FULLY ONLINE SECTIONS OF THE ECON 3402 WERE SIMILAR. IT IS RECOMMENDED THAT THE ASSESSMENT TAKE PLACE IN ALL SECTIONS OF ECON 3402 IN THE NEXT GO-AROUND (FALL 2011). IN ADDITION, THE COMMITTEE SUPPORTED THE RECOMMENDATION THAT ?THE FACULTY CREATE A MORE CHALLENGING ASSIGNMENT TO TEST LO2.1?IN THE NEXT IMPLEMENTATION.	
<i>Impact of Improvements?</i>	
Faculty decided to expand the assessment to include an Excel submission from students. Students were given two data sets and were required to make pie charts, bar graphs, frequency distributions and histograms. Once again, students did very well on the assessments. Faculty found only minor details that need to be emphasized in the future.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 2: Apply basic quantitative skills to business problems.	
Semester Assessed	2010-3	
Assessment Type or Artifact	Quantitative Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO2.2 Students will use spreadsheet software to evaluate and use the results of regression models.	
Student Sampling Process (if applicable)	Students in all fall sections of Economics 3402 (157 students) were asked to complete a regression analysis assignment. Students received some data and had to run and analyze a regression in MS Excel ? Students had to submit the MS Excel ? file with the data and estimations, and had to write and turn in a hard copy of a MS Word ? report.	
Data Collection Point	ECON 3402 (fully online, partially online & traditional)	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
87%		
RESULTS:		
fully online 50.00%		
partially online 54.17%		
traditional 41.05%		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
60%		
RESULTS:		
fully onlie 34.62%		
partially online 25.00%		
traditional 37.89%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
less than 60%		

RESULTS		
Fully online 15.38%		
partially online 20.83%		
traditional 21.05%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
less than 60%		
Percent of Students with Unacceptable Performance	0	%
Improvements or Changes Based on this Assessment		
Type of Planned Improvement	Other	
Comments on Planned Improvement	<p>Based on the 2009 AOL analysis, faculty decided to make the assignment mandatory. As a result, the percentage of students who submitted the assignment increased significantly: 76% of students in the online section, 80% of students in the hybrid section, and 91% of students in the traditional sections completed the assignment. Last year, only 54% of students in the online class and 62% of students in the hybrid class turned in the assignment.</p> <p>The results from the 2010 assessment reveal that faculty needs to put more emphasis on the calculation portion of the assignment and the interpretation of the results (knowledge of material). This is especially important in hybrid and traditional courses. Faculty will develop a video and interactive online tutorial to help students master the calculations and interpretation of results.</p>	
Next Scheduled Assessment	2011-3	
Administrative or Faculty Review of this Assessment(if applicable)		
The committee agrees with the faculty recommendation that more emphasis be put on the calculation portion of the assignment and the interpretation of the results. The committee agrees that an online tutorial will be useful in helping students learn the material.		
Impact of Improvements?		
Learning outcome and associated objective to be reassessed in Fall 2011.		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 2: Apply basic quantitative skills to business problems.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Quantitative Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO2.3 Students will solve and interpret quantitative business models using spreadsheet software.	
Student Sampling Process (if applicable)	A total of 101 students in 3 sections of Econ 3406	
Data Collection Point	ECON 3406	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
85% or higher RESULTS: Task 1: 69% Task 2: 67% Task 3: 61%		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
60% or higher RESULTS: Task 1: 23% Task 2: 30% Task 3: 30%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
less than 60% RESULTS Task 1: 8% Task 2: 2% Task 3: 10%		
Percent of Students with Developing Performance	0	%

Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	Change in evaluation (E): This evaluation was based on a simple linear-programming problem. The students had to find the solution to the problem (manually and using EXCEL) and interpret the results. In the future, evaluation needs to include sensitivity analysis. That is, when the parameters of the problem change, new solutions are found. The students need to demonstrate ability to find those new solutions and interpret them. This is a huge area of work and we will slowly (and step by step) include ?sensitivity analysis? starting fall 2011.	
Next Scheduled Assessment		
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
The UPC Committee appreciated the initiative of the faculty teaching ECON 3406 (Business Statistics II) to include a more challenging task for assessing LO2.3 in the future. It was also recommended that this assessment be placed on a two-year cycle (next assessment will be Spring 2013).		
<i>Impact of Improvements?</i>		
Learning outcome and associated objective to be reassessed in Spring 2013.		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 2: Apply basic quantitative skills to business problems.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO2.1 Students will construct and interpret tabular and graphical methods of presenting qualitative and quantitative data Exam (E) and Excel Assignment (Q)	
Student Sampling Process (if applicable)	Students in all fall sections of Economics 3402 were asked to construct frequency distributions, histograms, bar graphs, and pie charts using MS Excel. Students were further asked to complete a multiple choice quiz on the same topics The quiz was delivered online.	
Data Collection Point	ECON 3402	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90% -- Results: Online (Quiz/Excel) 59.46% / 54.84%; Partiall online (Quiz/Excel) 51.61% / 38.46%; Traditional (Quiz/Excel) 10.31% / 41.30%		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
60% -- Results: Online (Quiz/Excel) 35.13%/38.71%; Partiall online (Quiz/Excel) 41.94%/61.64%; Traditional (Quiz/Excel) 78.35%/ 53.26%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Results: Online (Quiz/Excel) 5.41%/6.45%; Partiall online (Quiz/Excel) 6.45%/0.00%; Traditional (Quiz/Excel) 11.34%/5.43%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement		

Comments on Planned Improvement	Last year, faculty only administered a multiple choice exam and found that students performed exceptionally well. As a result, faculty decided to expand the assessment to include an Excel submission from students. Students were given two data sets and were required to make pie charts, bar graphs, frequency distributions and histograms. Once again, students did very well on the assessments. Faculty found only minor details that need to be emphasized in the future.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE RCOB COMMITTEE AGREES WITH THE RECOMMENDATIONS OF THE FACULTY (TEACHING ECON 3402). THE COMMITTEE AGREES THAT THE ADDITION OF AN EXCEL ASSIGNMENT (IN ADDITION TO A MULTIPLE CHOICE EXAM) IMPROVED THE ASSESSMENT RESULTS. THE COMMITTEE ALSO FOUND IT USEFUL THAT THE RESULTS WERE PRESENTED SEPARATELY FOR FULL ONLINE, PARTIALLY ONLINE, AND FOR TRADITIONAL FACE-TO-FACE SECTIONS. THE COMMITTEE RECOMMENDS THAT THIS ASSESSMENT OF EXCEL SKILLS BE MOVED TO A TWO-YEAR CYCLE.</p> <p>NEXT SCHEDULED ASSESSMENT: FALL 2013</p>	
<i>Impact of Improvements?</i>	
Results were satisfactory and no additional improvements are planned at this time. The next assessment of this learning outcome and associated objective is scheduled for Fall 2013.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 2: Apply basic quantitative skills to business problems.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Quantitative Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO2.2 Students will use spreadsheet software to evaluate and use the results of regression models. Regression Analysis Assignment (Q)	
Student Sampling Process (if applicable)	Students in all fall sections of Economics 3402 were asked to complete a regression analysis assignment. Students received some data and had to run and analyze a regression in MS Excel ? Students had to submit the MS Excel ? file with the data and estimations, and had to write and turn in a hard copy of a MS Word ? report.	
Data Collection Point	ECON 3402	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
87%-- Results: Online 21.43%; partial online 15.38%; Traditional 38.55%		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
60%---Results: Online 53.57%; partially online 65.38%; Traditional 34.94%		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Results: Online 25%; Partially online 19.23%; Traditional 26.51%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement		
Comments on Planned Improvement	Based on the results from the 2010 assessment faculty decided to put more emphasis on the calculation portion of the assignment and the interpretation of the results (knowledge of material). Faculty developed an online tutorial to	

	help students. While the results from the calculations and the Excel portion of the assignment seem satisfactory, there is room for improvement in terms of learning the material. Faculty will emphasize this item next year.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE RCOB UPC COMMITTEE FOUND IT QUITE USEFUL THAT THE FACULTY TEACHING ECON 3402 SEPARATED THE RESULTS OUT FOR FULLY ONLINE, PARTIALLY ONLINE, AND FOR TRADITIONAL CLASSROOM SECTIONS. THE COMMITTEE ALSO FELT THAT THE ONLINE TUTORIAL FOR REGRESSION ANALYSIS WAS A USEFUL TOOL TO HELP STUDENTS. THE COMMITTEE RECOMMENDS THAT THIS ASSESSMENT BE MOVED TO A TWO-YEAR CYCLE.</p> <p>NEXT SCHEDULED ASSESSMENT : FALL 2013</p>	
<i>Impact of Improvements?</i>	
Next assessment of this learning outcome and associated objective is scheduled for Fall 2013.	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 3: Use information technology to solve business problems.	
Semester Assessed	2009-1	
Assessment Type or Artifact	Quantitative Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	1) transform a rather general problem into a well-defined problem that can be solved quantitatively 2) collect and input data into quantitative models 3) solve models ?by hand? and with specialized computer software or spreadsheets	
Student Sampling Process (if applicable)	109 Students in three sections Task 1 Graphical analysis of a linear programming problem Task 2 Linear programming case problem (planning an advertising campaign) Task 3 Forecasting calculations (by-hand) Task 4 Forecasting calculations (using Excel)	
Data Collection Point	ECON 3406	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

Task 1 Score of 10 - Task 1 60.0%
 Task 2 ?Very Good? - Task 2 63.5%
 Task 3 Score of 10 - Task 3 27.4%
 Task 4 Score of 10 - Task 4 4.3%

Percent of Students with Exemplary Performance	0	%
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Description of Proficient Performance (Meets Expectations) by a Student

Task 1 Score of 9 - Task 1 21.1%
 Task 2 ?Good? - Task 2 7.3%
 Task 3 Score of 8-9 - Task 3 36.9%
 Task 4 Score of 8-9 - Task 4 11.7%

Percent of Students with Proficient Performance	0	%
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Description of Developing Performance (Does Not Meet) by a Student

Below scores listed above for Proficient/Meets Expectations:
 Task 1 18.9%
 Task 2 29.2%

Task 3 35.7%		
Task 4 84.0%		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	Virtually all students are able to enter data successfully into the Management Scientist software for straightforward problems. About 2/3's of the students are able to formulate problems and interpret results. Greater emphasis needs to be placed on spreadsheet skills as only a small percentage of students met or exceeded expectations on Task 4 (forecasting calculations using Excel).	
Next Scheduled Assessment	2010-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
The RCOB UPC committee agreed with the recommendation of the ECON 3406 faculty that Excel applications for solving quantitative be given an added focus in the course.		
<i>Impact of Improvements?</i>		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 3: Use information technology to solve business problems.	
Semester Assessed	2010-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO3.1 - Students will effectively use a word processing program.	
Student Sampling Process (if applicable)	A trained evaluator (holds a Master of Business Administration Degree and a Master of Business Education Degree) scored all 179 letters using a letter rubric. The section of the rubric on formatting, placement and spacing was used to evaluate this learning objective. The rubric is based on a four-point scale.	
Data Collection Point	ABED 3100	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
4 of 4		
Percent of Students with Exemplary Performance	77	%
Description of Proficient Performance (Meets Expectations) by a Student		
3 of 4		
Percent of Students with Proficient Performance	21	%
Description of Developing Performance (Does Not Meet) by a Student		
2 or less of 4		
Percent of Students with Developing Performance	2	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	
Comments on Planned Improvement	1. Provide additional editing assignments for individual student practice. (P) 2. Provide additional proofreading assignments for team/individual student practice. (P)	

Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
THE COMMITTEE AGREED WITH THE RECOMMENDATIONS OF THE ABED 3100 FACULTY. THE COMMITTEE ALSO RECOMMENDED THAT WORD PROCESSING SKILLS CONTINUED TO BE ASSESSED IN THIS COURSE. THE COMMITTEE ALSO FELT THAT THERE HAS BEEN AN EFFECTIVE "CLOSING OF THE LOOP" IN THIS ASSESSMENT. THUS, IT IS RECOMMENDED THAT THIS ASSESSMENT OF WORD PROCESSING SKILLS BE MOVED TO A TWO-YEAR CYCLE.	
<i>Impact of Improvements?</i>	
Learning goal and associated objective to be reassessed in Fall 2012.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 3: Use information technology to solve business problems.	
Semester Assessed	2010-3	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO 3.2. Students will effectively use a spreadsheet program. Students are provided with a spreadsheet that includes sales data from last year. Students are asked to determine how much additional income is needed per week to create a net profit of \$300,000 for the coming year. To accomplish this, they must create many formulas to calculate the 52 weeks of data and produce outcomes with differing profit margins (the actual profit margin is not known due to ?shrinkage? caused by bar tenders pouring extra or providing free drinks.)	
Student Sampling Process (if applicable)	Students are required to turn this activity in as part of their grade. Three of the 5 sections will be analyzed. This will be a total of 120 students.	
Data Collection Point	CISM 3330	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
3/3 score on activity		
Percent of Students with Exemplary Performance	53	%
Description of Proficient Performance (Meets Expectations) by a Student		
2/3 score on activity		
Percent of Students with Proficient Performance	3	%
Description of Developing Performance (Does Not Meet) by a Student		
1/3 or below score on activity		
Percent of Students with Developing Performance	45	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	Given that this is the first time for CISM 3330 to assess this Learning Goal, I am very disappointed in the results. However, I did choose one of the hardest of the Excel activities to use as the measure of student	

	<p>performance on this learning goal. This activity has students calculating the profit margins manually (via created formula) as well as ?automatically? through the goal-seek analysis tool that is built into Excel. I think there was some confusion with the activity more than that they students were not able to complete the activity. They performed well on other Excel assignments. In the future, this activity needs to be more clearly explained so the students better understand what is expected of them. Also, they need to understand the difference in the ?manual? part of the exercise and the ?automatic? features in Excel. The disparity in results also leads me to believe there is more going on here than just poor performance. Future assessments will strive to remove these differences by taking more time to be sure everyone is aware of the instructions.</p>
Next Scheduled Assessment	2011-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE COMMITTEE REVIEWED THE REPORT AND SUPPORTED THE RECOMMENDATIONS OF THE CISM 3330 FACULTY. THE COMMITTEE FELT IT WOULD BE USEFUL TO COMPLETE THIS ASSESSMENT OF SPREADSHEET SKILLS IN THE FUTURE WITH ADDITIONAL EXPLANATION/CLARIFICATION. IN ADDITION, THE COMMITTEE AGREES WITH THE RECOMMENDATION THAT FUTURE ASSESSMENTS COVER ALL SECTIONS/INSTRUCTORS OF THE COURSE.</p>	
<i>Impact of Improvements?</i>	
<p>Last year, only 54% of students met the goal. This year the number is up slightly to 55%. However, we made a course design change that explains the high number of 0/3 for this assessment. This particular assignment is number 11 of 12 that the students are given through the semester. This time, we only required that the students complete 10/12 of the assignments rather than all 12 of them. Unfortunately, many did the first 10 and did not attempt this one because it was so difficult. We tried to offer bonus points but there was still a very high rate of non-attempts. In fact, all 79 of the 0/3 scores are the result of a non-attempt. When these are taken out of the numbers, things look a bit more encouraging.</p>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	LG 3: Use information technology to solve business problems.
Semester Assessed	2011-1
Assessment Type or Artifact	Oral Presentation
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	LO3.3 Students will effectively use a presentation program. Students will prepare and present a formal, oral team presentation based on a four-point rubric. (P)
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Student Sampling Process (if applicable)	A trained evaluator (holds MBA/M.Ed. degrees) assessed each student using the attached rubric. Students were assessed using category 5, Presentation Media/Graphics (required PowerPoint with links). Each ABED 3100 section was assessed; each student was assessed.
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Data Collection Point	ABED 3100
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

4 of 4		
Percent of Students with Exemplary Performance	90	%

Description of Proficient Performance (Meets Expectations) by a Student

3 of 4		
Percent of Students with Proficient Performance	5	%

Description of Developing Performance (Does Not Meet) by a Student

Less than 3 of 4		
Percent of Students with Developing Performance	5	%

Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Pedagogy
Comments on Planned Improvement	1. Reviewed oral presentation rubric multiple times. (P) 2. Provided review, sample PowerPoint presentations with appropriate links. (P)

	These course improvements will be continued in the 2011-2012 academic year.
Next Scheduled Assessment	2012-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
The RCOB UPC reviewed the assessment results for LO3.3. The committee agreed with the faulty recommendations. The high level of student performance as well as the ?mature nature? of the assessment warrant moving this assessment to a two-year cycle.	
<i>Impact of Improvements?</i>	
Learning outcome and objective to be reassessed Spring 2012 term.	

Learning Outcome Assessment Report		
University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 3: Use information technology to solve business problems.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO 3.2. Students will effectively use a spreadsheet program.	
Student Sampling Process (if applicable)	Students are required to turn this activity in as part of their grade. All 4 sections will be analyzed. This will be a total of 197	
Data Collection Point	CISM 3330	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
3/3 Rubric Score		
Percent of Students with Exemplary Performance	45	%
Description of Proficient Performance (Meets Expectations) by a Student		
2/3 Rubric Score		
Percent of Students with Proficient Performance	10	%
Description of Developing Performance (Does Not Meet) by a Student		
1/3 Rubric Score or Less		
Percent of Students with Developing Performance	45	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	# of 3/3 87 45% # of 2/3 21 10% # of 1/3 10 5% # of 0/3 78 40% Last year, only 54% of students met the goal. This year the number is up slightly to 55%. However, we made a course design change that explains the high	

	<p>number of 0/3 for this assessment. This particular assignment is number 11 of 12 that the students are given through the semester. This time, we only required that the students complete 10/12 of the assignments rather than all 12 of them. Unfortunately, many did the first 10 and did not attempt this one because it was so difficult. We tried to offer bonus points but there was still a very high rate of non-attempts. In fact, all 79 of the 0/3 scores are the result of a non-attempt. When these are taken out of the numbers, things look a bit more encouraging.</p> <p># of 3/3 87/118 74% # of 2/3 21/118 18% # of 1/3 10/118 8% # of 0/3 0 0%</p> <p>This analysis reveals that 92% of the students that attempted the exercise met our expectations. For future courses we will not allow the option of only completing 10/12 assignments. All will be required so we can have a more accurate measure of student performance on this goal. For the 118 students that completed, it seems that the additional information offered (by closing the loop from the last assessment) did make an impact on student performance.</p>
Next Scheduled Assessment	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE RCOB UPC REVIEWED THE ASSESSMENT AND RECOMMENDS THE FOLLOWING:</p> <p>1) THE ASSESSMENT BE CONDUCTED AGAIN TO INCLUDE ALL CISM 3330 STUDENTS (NOT BE AN OPTIONAL ASSIGNMENT). THIS WILL PROVIDE A MORE ACCURATE MEASURE OF STUDENT PERFORMANCE.</p> <p>2) THE ASSESSMENT BE CONDUCTED AGAIN IN FALL 2012.</p>	
<i>Impact of Improvements?</i>	
Learning outcome and associated objective to be reassessed in Fall 2012.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 3: Use information technology to solve business problems.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO 3.2. Students will effectively use a spreadsheet program.	
Student Sampling Process (if applicable)	Students are required to turn this activity in as part of their grade. All 4 sections will be analyzed. This will be a total of 197	
Data Collection Point	CISM 3330 -- all sections	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
3/3 score on activity.		
Percent of Students with Exemplary Performance	74	%
Description of Proficient Performance (Meets Expectations) by a Student		
2/3 score on activity		
Percent of Students with Proficient Performance	18	%
Description of Developing Performance (Does Not Meet) by a Student		
0 or 1/3 score on activity		
Percent of Students with Developing Performance	8	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	# of 3/3 87 45% # of 2/3 21 10% # of 1/3 10 5% # of 0/3 78 40% Last year, only 54% of students met the goal. This year the number is up slightly	

	<p>to 55%. However, we made a course design change that explains the high number of 0/3 for this assessment. This particular assignment is number 11 of 12 that the students are given through the semester. This time, we only required that the students complete 10/12 of the assignments rather than all 12 of them. Unfortunately, many did the first 10 and did not attempt this one because it was so difficult. We tried to offer bonus points but there was still a very high rate of non-attempts. In fact, all 79 of the 0/3 scores are the result of a non-attempt. When these are taken out of the numbers, things look a bit more encouraging.</p> <p># of 3/3 87/118 74%</p> <p># of 2/3 21/118 18%</p> <p># of 1/3 10/118 8%</p> <p># of 0/3 0%</p> <p>This analysis reveals that 92% of the students that attempted the exercise met our expectations. For future courses we will not allow the option of only completing 10/12 assignments. All will be required so we can have a more accurate measure of student performance on this goal. For the 118 students that completed, it seems that the additional information offered (by closing the loop from the last assessment) did make an impact on student performance.</p>
Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE RCOB UPC REVIEWED THE ASSESSMENT AND RECOMMENDS THE FOLLOWING:</p> <ol style="list-style-type: none"> 1) THE ASSESSMENT BE CONDUCTED AGAIN TO INCLUDE ALL CISM 3330 STUDENTS (NOT BE AN OPTIONAL ASSIGNMENT). THIS WILL PROVIDE A MORE ACCURATE MEASURE OF STUDENT PERFORMANCE. 2) THE ASSESSMENT BE CONDUCTED AGAIN IN FALL 2012. 	
<i>Impact of Improvements?</i>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 4: Possess a basic knowledge of accounting, economics, finance, the legal environment of business, management, and marketing.	
Semester Assessed	2008-1	
Assessment Type or Artifact	Case Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO 1: To develop your capacity to think strategically about the current position of a company and formulate plans which will ensure it viability.	
Student Sampling Process (if applicable)	A case analysis was prepared by each student in one section of MGNT 4660. The case was then evaluated according to the rubric found below.	
Data Collection Point	MGNT 4660	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	14	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students were expected to achieve at least an 80% on the case analysis to meet expectations.		
Percent of Students with Proficient Performance	68	%
Description of Developing Performance (Does Not Meet) by a Student		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement		
Next Scheduled Assessment	2010-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		

The RCOB UPC Committee noted that most students met or exceeded expectations in this MGNT 4660 assessment. The committee would like to see a more detailed discussion (in the Spring 2010 assessment) of how the assessment might be used for course/curriculum improvements.

Impact of Improvements?

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 4: Possess a basic knowledge of accounting, economics, finance, the legal environment of business, management, and marketing.	
Semester Assessed	2009-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students should be able to respond accurately to exam questions in quantitative, ethical and functional areas of business.	
Student Sampling Process (if applicable)	The major field test for business offered by ETS (E) Students should be able to respond accurately to exam questions in quantitative, ethical and functional areas of business.	
Data Collection Point	MGNT 4660 - All Sections	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
70th Percentile		
Percent of Students with Exemplary Performance	20	%
Description of Proficient Performance (Meets Expectations) by a Student		
40th Percentile		
Percent of Students with Proficient Performance	30	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 40th Percentile		
Percent of Students with Developing Performance	50	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Other
Comments on Planned Improvement	Referred to Undergraduate Programs Committee for review and recommendations regarding continuing to use the ETS exam or to develop a comprehensive exam which assesses each area and better defines expectations of students than the canned exam does.
Next Scheduled Assessment	2010-1

Administrative or Faculty Review of this Assessment(if applicable)

Impact of Improvements?

Newly designed RCOB developed field exam administered to all students in 4 sections of the MGNT 4660 capstone course.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 4: Possess a basic knowledge of accounting, economics, finance, the legal environment of business, management, and marketing.	
Semester Assessed	2010-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO4.1 Students will demonstrate a basic knowledge of the fundamental concepts of accounting, economics, finance, the legal environment of business, management, and marketing	
Student Sampling Process (if applicable)	RCOB-developed field exam (E) 120 students from 4 sections of MGNT 4660 were given the field exam during the spring semester of 2010.	
Data Collection Point	MGNT 4660	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
80% or better Correct		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
60% to 79% Correct		
Percent of Students with Proficient Performance	40	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 60% Correct		
Percent of Students with Developing Performance	60	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	The exam results were broken down by functional area and sent to the appropriate department for review. Faculty comments are attached. Marketing, Management, Accounting, Finance, and Economics made revisions to their questions. The new questions are attached. (E).	

	<p>One concern expressed about the assessment is that the exam did not count as part of the course grade in the spring of 2010. For the spring of 2011, faculty agreed to count it as 5% of the course grade. (E). In the spring of 2011 the exam will also be converted to an online proctored exam and the exam will be given as part of MGNT 4660 every semester (E). Complete department comments are available in the uploaded document.</p>
Next Scheduled Assessment	2011-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE COMMITTEE SUPPORTED THE ACTIONS OF THE DEPARTMENT'S TO REVISE QUESTIONS USED IN THE FIELD EXAM. THE COMMITTEE ALSO AGREED WITH THE RECOMMENDATION OF THE MANAGEMENT FACULTY TEACHING MGNT 4660 THAT THE ASSESSMENT EXAM COUNT FOR 5% OF THE COURSE GRADE. ALL AGREED THAT STUDENTS WOULD TAKE THE ASSESSMENT EXAM MORE SERIOUSLY WITH THIS INCENTIVE. THE COMMITTEE ALSO SUPPORTED THE RECOMMENDATION TO MOVE THIS ASSESSMENT EXAM TO AN ONLINE/PROCTORED ENVIRONMENT. THE COMMITTEE ALSO DISCUSSED USE OF A NATIONALLY NORMED ASSESSMENT EXAM SUCH AS THE ETS BUSINESS FIELD. PROBLEMS WITH SUCH AN EXAM INCLUDE THE COST TO THE COLLEGE AS WELL AS IT TAKES TWO CLASS PERIODS TO ADMINISTER. PLEASE ATTACH</p>	
<i>Impact of Improvements?</i>	
<p>The business field exam is given to students each semester in MGNT 4660. The UPC Committee felt that this is appropriate. The committee also felt that it would be a worthwhile exercise for all departments to utilize the same departmental questions in introductory courses in order to see how students perform on these questions in the courses in which the material is covered. The committee also felt that counting performance on this field exam as 5% of the course grade provided suitable incentive for students to take the assessment seriously. The committee also appreciated the seriousness in which the faculty in each department reviewed the assessment results.</p>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 4: Possess a basic knowledge of accounting, economics, finance, the legal environment of business, management, and marketing.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO4.1 Students will demonstrate a basic knowledge of the fundamental concepts of accounting, economics, finance, the legal environment of business, management, and marketing.	
Student Sampling Process (if applicable)	149 students from 5 sections of MGNT 4660 were given the field exam during the spring semester of 2011.	
Data Collection Point	MGNT 4660	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
80% correct or better		
Percent of Students with Exemplary Performance	6	%
Description of Proficient Performance (Meets Expectations) by a Student		
60% correct or better		
Percent of Students with Proficient Performance	67	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 60% correct		
Percent of Students with Developing Performance	27	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	<p>The exam results were broken down by functional area and sent to the appropriate department for review. Faculty comments are attached. Finance made revisions to their questions. The new questions are attached. (E).</p> <p>Faculty also agreed to put the exam questions in the tests given in the</p>	

	<p>principles level courses in each area to see how students perform on the questions when they are taking the course where the material is covered. (E)</p> <p>Focus a bit more on the discussion of ?positioning? in the Principles of Marketing classes (C).</p> <p>Cost behavior concepts and the definition of avoidable costs will receive more emphasis in the Principles of Accounting courses (C).</p> <p>Finance faculty agreed to put more emphasis on capital budgeting and capital structure (C).</p>
Next Scheduled Assessment	2012-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>The business field exam is given to students each semester in MGNT 4660. The UPC Committee felt that this is appropriate. The committee also felt that it would be a worthwhile exercise for all departments to utilize the same ?departmental questions? in introductory courses in order to see how students? perform on these questions in the courses in which the material is covered. The committee also felt that counting performance on this field exam as 5% of the course grade provided suitable incentive for students to take the assessment seriously. The committee also appreciated the seriousness in which the faculty in each department reviewed the assessment results.</p>	
<i>Impact of Improvements?</i>	
Improvements to be reassessed in Spring 2012.	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 5: Understand how ethical decision-making and globalization affect organizations.	
Semester Assessed	2008-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	<p>1. Demonstrate an understanding of the interrelationships among the legal, social, political, ethical, cultural, international, and technological environments and their impact on business. (LG 1, 4, 5, 6)</p> <p>2. Demonstrate the ability to understand and apply major areas of law affecting business in the subject matter areas covered in the course, incorporating the influence of technology, the impact of demographic diversity, and the use of appropriate quantitative techniques, within an ethical framework. (LG 1, 2, 4, 5, 6)</p> <p>3. Demonstrate the ability to analyze issues and situations having legal implications including demographic changes with accompanying diversity issues, development and use of technological innovations, social changes, the political arena, and environmental and ethical factors, and assess the consequences of courses of action. (LG 1, 2, 4, 5, 6)</p>	
Student Sampling Process (if applicable)	Exams included 8 multiple choice ethics questions that were standardized across all sections of BUSA 2106, regardless of instructor. Exams were machine graded and student performance was tabulated. Five sections of BUSA 2106 are reflected in the results.	
Data Collection Point	BUSA 2106	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Over 70% Correct		
Percent of Students with Exemplary Performance	35	%
Description of Proficient Performance (Meets Expectations) by a Student		
50% - 70% Correct		
Percent of Students with Proficient Performance	50	%
Description of Developing Performance (Does Not Meet) by a Student		

Less than 50% Correct		
Percent of Students with Developing Performance	15	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	The two legal environment instructors are meeting to review and evaluate performance on individual questions and to determine appropriateness of specific questions in light of textbook changes.	
Next Scheduled Assessment	2009-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
The RCOB UPC noted that a majority of students (85%) met or exceeded expectations on the ethics assessment. When reviewing the results for the Fall 2009 semester, the committee recommends that the BUSA 2106 faculty specifically comment on the utilization of these results for ?course improvement.? It also recommends that the assessment questions be forwarded to the committee.		
<i>Impact of Improvements?</i>		
Fall 2009 assessment results summary: The two legal environment instructors addressed the appropriateness of existing questions in light of textbook changes and a change in one of the professors who teaches the course. The textbook had changed editions since the original questions were created, and new cases became part of the new edition. The original questions were developed with substantial input from a previous legal environment professor. Given the hiring of a new legal environment professor, it was time to review the questions to make sure that they reflected the way in which she teaches the course. It also provided an opportunity to review the questions for clarity. As a result, substantially new questions were developed and used during the fall semester. Student performance increased markedly, with the percent of student who did not meet expectations dropping from 15% to 3% and the percent of students meeting expectations increasing from 50% to 63%.		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 5: Understand how ethical decision-making and globalization affect organizations.	
Semester Assessed	2009-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Demonstrate a basic knowledge of international business and trade concepts	
Student Sampling Process (if applicable)	All students from the international select course (MGNT 4625 International Management) responded to exam questions about globalization (see attached for a listing of the questions).	
Data Collection Point	MGNT 4625	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
85% or better		
Percent of Students with Exemplary Performance	24	%
Description of Proficient Performance (Meets Expectations) by a Student		
70% to 84%		
Percent of Students with Proficient Performance	46	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 70%		
Percent of Students with Developing Performance	30	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	Faculty teaching the international select courses met and reviewed the results. They were generally satisfied with the results. In seven of the ten questions, 70% or more of the students answered the question correctly. Overall, 24% of the students exceeded expectations, 46% of students met expectations while 30% of students did not meet expectations. The questions used on the	

	<p>assessment were reviewed. Two questions were found to be poorly worded and will be modified for the Spring 2010 assessment (questions 9 and 10). In addition, based on the low percent correct on question #6, it is recommended that faculty teaching the course spend additional time in future international select courses clarifying what is meant by the concept of "globalization." On the next iteration of this assessment, students in all sections of the International select course will be assessed and information on individual performance will be gathered.</p>
Next Scheduled Assessment	2010-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>The Undergraduate Programs Committee agrees with the recommendation of the faculty teaching the international select courses. The committee also feels that it is important that all international select classes be included in the assessment during the Spring 2010 semester.</p>	
<i>Impact of Improvements?</i>	
<p>Spring 2010 Assessment Review Summary: Faculty teaching the international select courses met and reviewed the assessment instrument and the results of the Spring 2010 assessment. They were generally satisfied with the results. In seven of the ten questions, 70% or more of the students answered the question correctly. The wording of Question 9 raised the most concerns due to two possible correct answers. This question was reworked to allow for only one possible answer. As a response to the results for question 9, faculty teaching a select course agreed to increase coverage of both the benefits and challenges of economic integration in Europe. The other recommended edits of the international select assessment instrument were generally minor. The revised assessment Revised Spring 2010 instrument will be utilized in all international select courses offered during Spring 2011. Faculty teaching the international select discussed how they addressed the topic of globalization more extensively during the past year. For example, finance faculty added a module on trends in globalization while marketing faculty incorporated additional discussion of the differing aspects of regional vs. global integration. Faculty teaching the international select courses plan to continue to focus attention on the topic of globalization during the upcoming year by including more discussion time and reading assignments on the topic.</p>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	LG 5: Understand how ethical decision-making and globalization affect organizations.
Semester Assessed	2009-3
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	<p>1. Demonstrate an understanding of the interrelationships among the legal, social, political, ethical, cultural, international, and technological environments and their impact on business. (LG 1, 4, 5, 6)</p> <p>2. Demonstrate the ability to understand and apply major areas of law affecting business in the subject matter areas covered in the course, incorporating the influence of technology, the impact of demographic diversity, and the use of appropriate quantitative techniques, within an ethical framework. (LG 1, 2, 4, 5, 6)</p> <p>3. Demonstrate the ability to analyze issues and situations having legal implications including demographic changes with accompanying diversity issues, development and use of technological innovations, social changes, the political arena, and environmental and ethical factors, and assess the consequences of courses of action. (LG 1, 2, 4, 5, 6)</p>
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Student Sampling Process (if applicable)	Exams included 8 multiple choice ethics questions that were standardized across all sections of BUSA 2106, regardless of instructor. Exams were machine graded and student performance was tabulated. Five sections of BUSA 2106 are reflected in the results.
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Data Collection Point	BUSA 2106
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

Over 70% Correct		
Percent of Students with Exemplary Performance	34	%

Description of Proficient Performance (Meets Expectations) by a Student

50% - 70% Correct		
Percent of Students with Proficient Performance	63	%

Description of Developing Performance (Does Not Meet) by a Student

Less than 50% Correct		
Percent of Students with Developing Performance	3	%

Description of Unacceptable Performance by a Student

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Percent of Students with Unacceptable Performance		0	%
<i>Improvements or Changes Based on this Assessment</i>			
Type of Planned Improvement	Evaluation		
Comments on Planned Improvement	<p>The two legal environment instructors addressed the appropriateness of existing questions in light of textbook changes and a change in one of the professors who teaches the course. The textbook had changed editions since the original questions were created, and new cases became part of the new edition. The original questions were developed with substantial input from a previous legal environment professor. Given the hiring of a new legal environment professor, it was time to review the questions to make sure that they reflected the way in which she teaches the course. It also provided an opportunity to review the questions for clarity. As a result, substantially new questions were developed and used during the fall semester. Student performance increased markedly, with the percent of student who did not meet expectations dropping from 15% to 3% and the percent of students meeting expectations increasing from 50% to 63%. A copy of the new questions is included, as well as a spreadsheet with results. The instructors intend to monitor performance of the new questions and revise them as needed for improvement.</p>		
Next Scheduled Assessment	2010-3		
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>			
<p>The RCOB Undergraduate Programs Committee reviewed the assessment results and noted that 97% of students met or exceeded expectations on the business ethics assessment. The committee also felt that it was important to continue to monitor student performance or learning with regards to business ethics. In addition, the committee also recommended that in the next assessment of business ethics, a more detailed breakdown of results by question be included.</p>			
<i>Impact of Improvements?</i>			
Fall 2010 assessment results: 95% of students met or exceeded expectations for this assessment goal and objective.			

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 5: Understand how ethical decision-making and globalization affect organizations.	
Semester Assessed	2010-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO5.2 Students will demonstrate a basic knowledge of international economic and business concepts	
Student Sampling Process (if applicable)	All students from the international select courses offered during Spring 2010 (MGNT 4625 International Management; ECON 4450 International Trade; and MKTG 4866 International marketing, two sections) responded to exam questions about globalization (see attached for a listing of the questions). The result below do not include responses for ECON 4450 (faculty member did not keep individual student response information after tabulation of question summary). These will be provided in the next International select assessment (Spring 2011).	
Data Collection Point	MGNT 4625, ECON 4450 AND MKTG 4866	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Score of 85 or higher		
Percent of Students with Exemplary Performance	29	%
Description of Proficient Performance (Meets Expectations) by a Student		
Score of 70 or higher		
Percent of Students with Proficient Performance	46	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 70		
Percent of Students with Developing Performance	25	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Multiple Improvements
Comments on Planned Improvement	Faculty teaching the international select courses met and reviewed the assessment instrument and the results of the Spring 2010 assessment. They were generally satisfied with the results. In seven of the ten questions, 70% or more of the students answered the question correctly. The wording of Question 9 raised the most concerns due to two possible correct answers. This question was reworked to allow for only one possible answer. As a response to the results for question 9, faculty teaching a select course agreed to increase coverage of both the benefits and challenges of economic integration in Europe. The other recommended edits of the international select assessment instrument were generally minor. The revised assessment Revised Spring 2010 instrument will be utilized in all international select courses offered during Spring 2011. Faculty teaching the international select discussed how they addressed the topic of globalization more extensively during the past year. For example, finance faculty added a module on trends in globalization while marketing faculty incorporated additional discussion of the differing aspects of regional vs. global integration. Faculty teaching the international select courses plan to continue to focus attention on the topic of globalization during the upcoming year by including more discussion time and reading assignments on the topic.
Next Scheduled Assessment	2011-1

Administrative or Faculty Review of this Assessment(if applicable)

THE RCOB UNDERGRADUATE PROGRAMS COMMITTEE AGREED WITH THE RECOMMENDATIONS OF THE FACULTY TEACHING THE INTERNATIONAL SELECT COURSES (ECON 4450, FINC 4521,MKTG 4866 AND MGNT 4625). THE REVISED QUESTIONS (TO BE UTILIZED IN SPRING 2011) SEEMED TO CLEAR UP POSSIBLE AMBIGUITIES IN THE PREVIOUS ASSESSMENT INSTRUMENT. IN ADDITION, THE INCREASED EMPHASIS ON GLOBALIZATION SEEMS APPROPRIATE. IN ADDITION, THE UPC COMMITTEE RECOMMENDS THAT FINC 4521 ALSO COMPLETE THIS ASSESSMENT SOMETIME DURING 2011. THE COMMITTEE WOULD ALSO LIKE TO SEE SPECIFIC EVIDENCE OF HOW GLOBALIZATION WAS COVERED MORE EXTENSIVELY IN THE INTERNATIONAL SELECT COURSES.

Impact of Improvements?

Spring 2011 Assessment Results Summary: Faculty teaching international select courses from all RCOB departments met on 10/4/11 to discuss the Spring 2011 assessment results. These faculty were satisfied with the overall results that approximately two-thirds of students met or exceeded expectations. Based on the assessment results, these faculty also recommended that all international select courses include coverage of

international organizations (World Bank, IMF, WTO, EU, etc.) and international trade agreements (NAFTA, CAFTA, etc.). In addition, it was recommended that the evaluation instrument be modified. Specifically, it was recommended that Q3 be edited and that Q9 be replaced.

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	LG 5: Understand how ethical decision-making and globalization affect organizations.
Semester Assessed	2010-3
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	Students will demonstrate the ability to analyze issues and situations having ethical and legal implications for business. BBALG5, L05.1
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Student Sampling Process (if applicable)	Exams included 8 multiple choice ethics questions that were standardized across all sections of BUSA 2106, regardless of instructor. Exams were machine graded and student performance was tabulated by individual student, by question, by section groupings, and by overall performance. Five sections of BUSA 2106 (227 students) are reflected in the results. Four were traditional sections, and one was an on-line section.
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Data Collection Point	BUSA 2106
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

Over 70% Correct

Percent of Students with Exemplary Performance	68	%
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Description of Proficient Performance (Meets Expectations) by a Student

50% - 70% Correct

Percent of Students with Proficient Performance	27	%
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Description of Developing Performance (Does Not Meet) by a Student

Less than 50% Correct

Percent of Students with Developing Performance	5	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Pedagogy
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Comments on Planned Improvement	Pursuant to the recommendations of the RCOB Undergraduate Programs
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	<p>Committee arising out of the 2009 report, the two legal environment instructors implemented a more detailed breakdown of student performance on the ethics questions. A spreadsheet was created that included individual student performance, as well as performance by question, by section groupings, and by overall performance. In accordance with the 2009 report plan, the two legal environment instructors then reviewed the spreadsheet results. Although the percentage of students who did not meet expectations increased slightly (from 3% to 4.8%), the percentage of students who exceeded expectations increased dramatically (from 34% to 67.8%). Individual question performance was then reviewed by section. The traditional section results were for the most part comparable. In the online section, students outperformed the students in the traditional section for certain questions and underperformed on other questions. At this time, the instructors believe that the differences may be due to the differences in content delivery (i.e., self-study and reliance primarily on the book by the online students, compared to reliance on lectures by the traditional students). The questions that were most problematic for the students in the traditional sections were the definitional ones involving ethical frameworks. All of the questions used were classified by the textbook publisher as either AACSB reflective or AACSB ethics. The instructors believe that the questions assess valuable information related to the understanding of ethical frameworks. The problem appears to be terminology. This is supported somewhat by the fact that the online students receive content from the book, where nomenclature and terminology are emphasized to a greater extent, whereas the instructors have focused less on terminology and more on application of concepts in their lectures. Therefore, the instructors plan to focus on and emphasize terminology and nomenclature of the ethical frameworks in teaching. The instructors will then monitor performance on all of the problematic questions in the fall 2011 assessment.</p>
Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE COMMITTEE REVIEWED THE REPORT AND ACCEPTED THE RECOMMENDATIONS OF THE BUSA 2106 FACULTY. THE ASSESSMENT HAS BEEN WELL DEVELOPED AND IT IS THE RECOMMENDATION OF THE COMMITTEE THAT THE NEXT ASSESSMENT OF LO5.1 IN BUSA 2106 TAKE PLACE IN FALL 2012 (TWO-YEAR CYCLE).</p>	
<i>Impact of Improvements?</i>	
Learning outcome and objective to be assessed in Fall 2012.	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 5: Understand how ethical decision-making and globalization affect organizations.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO5.2 Students will demonstrate a basic knowledge of international economic and business concepts.	
Student Sampling Process (if applicable)	Students from the international select courses offered during Spring 2011 (MGNT 4625 International Management, two sections; ECON 4450 International Trade; and MKTG 4866 International marketing, data was collected from only one of the two sections) responded to exam questions about globalization (see attached for a listing of the questions). Data for FINC 4521 was collected in the Summer of 2011. This was an online course where each student randomly received 3 of the 10 questions. A total of 237 students from the international select courses were assessed.	
Data Collection Point	MGNT 4625, ECON 4450, MKTG 4866 AND FINC 4521 (data collected in Summer 2011)	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
Score of 85 or higher		
Percent of Students with Exemplary Performance	15	%
Description of Proficient Performance (Meets Expectations) by a Student		
Score of 70 or higher		
Percent of Students with Proficient Performance	52	%
Description of Developing Performance (Does Not Meet) by a Student		
Score below 70		
Percent of Students with Developing Performance	34	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance		
	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Multiple Improvements
Comments on Planned Improvement	Faculty teaching international select courses from all RCOB departments met on 10/4/11 to discuss the Spring 2011 assessment results. These faculty were

	<p>satisfied with the overall results that approximately two-thirds of students met or exceeded expectations. Based on the assessment results, these faculty also recommended that all international select courses include coverage of international organizations (World Bank, IMF, WTO, EU, etc.) and international trade agreements (NAFTA, CAFTA, etc.). In addition, it was recommended that the evaluation instrument be modified. Specifically, it was recommended that Q3 be edited and that Q9 be replaced. The revised assessment is attached.</p>
Next Scheduled Assessment	2012-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>THE RCOB UPC AGREED WITH THE RECOMMENDATIONS OF THE FACULTY TEACHING THE INTERNATIONAL SELECT COURSES THAT ALL COURSES INCLUDE COVERAGE OF INTERNATIONAL TRADE AGREEMENTS AND INTERNATIONAL ORGANIZATIONS. THE COMMITTEE REVIEWED THE EDITING CHANGES RECOMMENDED BY THE FACULTY (Q3, Q9) AND FELT THEY IMPROVED THE ASSESSMENT INSTRUMENT.</p>	
<i>Impact of Improvements?</i>	
<p>Learning outcome and associated objective to be reassessed in Spring 2012 term.</p>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	LG 5: Understand how ethical decision-making and globalization affect organizations.
Semester Assessed	2012-1
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	LO5.2 Students will demonstrate a basic knowledge of international economic and business concepts.
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Student Sampling Process (if applicable)	<p>Students from the international select courses offered during Spring 2012 (MGNT 4625 International Management, two sections; ECON 4450 International Trade; and MKTG 4866 International marketing, two sections) responded to exam questions about globalization (see attached for a listing of the questions). Data for FINC 4521 was collected in the Summer of 2012. This was an online course where each student randomly received 3 of the 10 questions. A total of 232 students from the international select courses were assessed.</p> <p>Q1 62.5% Q2 71.8% Q3 74.5% Q4 91.5% Q5 92.3% Q6 91.3% Q7 91.1% Q8 86.4% Q9 79.8% Q10 86.8%</p> <p>Since the FINC 4521 students did not answer all 10 questions, the results for did not meet, met and exceeded expectations do not include the FINC 4521 students.</p>
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Data Collection Point	INTERNATIONAL SELECTS (MKTG 4866, MGNT 4625, FINC 4521 & ECON 4450)
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<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
85%		
Percent of Students with Exemplary Performance	46	%
Description of Proficient Performance (Meets Expectations) by a Student		
70%		
Percent of Students with Proficient Performance	40	%
Description of Developing Performance (Does Not Meet) by a Student		
LESS THAN 70%		
Percent of Students with Developing Performance	15	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	Faculty teaching international select courses from all RCOB departments met on 11/1/12 to discuss the Spring 2012 assessment results. They were satisfied with the overall results that approximately 85% of students met or exceeded expectations. Faculty noted that students are still struggling with the question on the impact of the changes in exchange rates on imports and exports, and they agreed to continue emphasizing this concept in all international select courses. In addition, it was recommended that the evaluation instrument be modified. Specifically, it was recommended that Q2 be edited. The revised assessment is attached.	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
The committee supports the faculty's recommendation to continue emphasizing the impact of the changes in exchange rates on imports and exports in all international select courses. Furthermore, the committee recommends that this assessment be moved to a two-year cycle.		
Next Assessment: Spring 2014		
<i>Impact of Improvements?</i>		
The committee supports the faculty's recommendation to continue emphasizing the impact of the changes in exchange rates on imports and exports in all international select courses. Furthermore, the committee recommends that this assessment be moved to a two-year cycle. Next assessment of this learning goal and the associated objective is scheduled for Spring 2014.		

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 6: Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.	
Semester Assessed	2008-1	
Assessment Type or Artifact	Case Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO 1: To develop your capacity to think strategically about the current position of a company and formulate plans which will ensure it viability.	
Student Sampling Process (if applicable)	A case analysis was prepared by each student in one section of MGNT 4660. The case was then evaluated according to the rubric found below.	
Data Collection Point	MGNT 4660	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
Percent of Students with Exemplary Performance	14	%
Description of Proficient Performance (Meets Expectations) by a Student		
Score of 80% or better		
Percent of Students with Proficient Performance	68	%
Description of Developing Performance (Does Not Meet) by a Student		
Score below 80%		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance		
	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Evaluation
Comments on Planned Improvement	
Next Scheduled Assessment	2010-1

Administrative or Faculty Review of this Assessment(if applicable)

The RCOB UPC Committee noted that most students met or exceeded expectations in this MGNT 4660 assessment. The committee would like to see a more detailed discussion (in the Spring 2010 assessment) of how the assessment might

be used for course/curriculum improvements.

Faculty will be asked to make specific recommendations of how this assessment will be used to make course improvements in the Spring 2010 assessment report.

Impact of Improvements?

The RCOB UPC Committee noted that most students met or exceeded expectations in this MGNT 4660 assessment. The committee would like to see a more detailed discussion (in the Spring 2010 assessment) of how the assessment might be used for course/curriculum improvements.

Faculty will be asked to make specific recommendations of how this assessment will be used to make course improvements in the Spring 2010 assessment report

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 6: Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.	
Semester Assessed	2009-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	1) Understand how to determine the cost of a product 2) understand cost behavior 3) understand budgeting, standards and variances 4) understand how cost accounting information is used for decision making	
Student Sampling Process (if applicable)	(E) A multiple choice assessment examination covering theoretical aspects of the course was given after the final exam	
Data Collection Point	ACCT 2102	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
75% Correct or Better		
Percent of Students with Exemplary Performance	6	%
Description of Proficient Performance (Meets Expectations) by a Student		
60% Correct or Better		
Percent of Students with Proficient Performance	43	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 60% Correct		
Percent of Students with Developing Performance	51	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Multiple Improvements
Comments on Planned Improvement	(P) and (E) On the assessment exam, 7% of our students correctly answered questions #2 and #5, respectively. Question #2 involved the distinction between period and product costs. Questions #5 involved the determination of the breakeven point using cost/volume/product analysis. To improve clarity, answer ?D? to question #5 should be changed to read ?all of these factors would not affect the break-even point.? Also, more emphasis will be placed on these topics in Spring. The assessment examination will be given in Spring

	2010 using embedded questions within existing tests.
Next Scheduled Assessment	2010-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
The RCOB UPC agreed with the recommendations of the Accounting faculty	
<i>Impact of Improvements?</i>	
<p>Spring 2010 Assessment Review Summary: On the 2009 assessment exam, students scored very low on two questions, namely (1) the distinction between period costs and product costs and (2) Cost/ Volume/ Profit (CVP) analysis. We chose to place more emphasis on CVP analysis in 2010 and the results of the 2010 assessment exam show a substantial improvement in this area. However, students continued to score low on questions on product costs, so we will place more emphasis on this topic next year.</p> <p>NOTE: It was decided to incorporate the 2010 assessment in the Final Exam instead of the last day of class (as stated in the 2009 Assessment report) because of low attendance on the last day</p>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 6: Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.	
Semester Assessed	2010-1	
Assessment Type or Artifact	Case Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	To develop your capacity to think strategically about a company, its business position, how it can gain sustainable competitive advantage and formulate plans to ensure organizational viability. (LG 5,6)	
Student Sampling Process (if applicable)	24 of 35 students completed the mini-case assessment. One of four sections completed the mini-case assessment.	
Data Collection Point	MGNT 4660	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
100% Correct		
Percent of Students with Exemplary Performance	42	%
Description of Proficient Performance (Meets Expectations) by a Student		
67% or better Correct		
Percent of Students with Proficient Performance	50	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 67%		
Percent of Students with Developing Performance	8	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Evaluation
Comments on Planned Improvement	As this was the first assessment using the new grading rubric. There is no base standard set to compare the results against. Although average scores for all categories were similar, students averaged the lowest in the category of identifying a strategy to address the issue in the mini-case. It is recommended that this assessment be administered in more sections to increase the sample

	size and see if this effect continues. In spring 2011, a common case will be administered in all sections with an expanded 4 point rubric designed to give more detail on student performance.
Next Scheduled Assessment	2011-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
THE UNDERGRADUATE PROGRAMS COMMITTEE AGREED WITH THE FACULTY TEACHING THE STRATEGY COURSE (MGNT 4660) THAT ALL SECTIONS OF THE COURSE BE ADMINISTERED THE ASSESSMENT DURING SPRING 2011. IN ADDITION, THE COMMITTEE AGREED WITH THE RECOMMENDATION OF THE FACULTY THAT THE ASSESSMENT BE CONSISTENT ACROSS SECTIONS, BE LISTED IN THE COURSE SYLLABI, AND COUNT AS PART OF THE COURSE GRADE. ALSO, THE COMMITTEE SUPPORTS THE USE OF A FOUR-POINT RUBRIC IN FUTURE ASSESSMENTS.	
<i>Impact of Improvements?</i>	
Spring 2011 Assessment Review Summary: Improvement: PEDAGOGY (P): This is the first time the ?Robin Hood? case has been used for assessment. Thus, to some extent, these results serve as a baseline for future assessments. However, Page 3 (which dealt with the ability to identify problems) and Page 4 (which dealt with the ability to make and justify a recommendation) were the areas where overall performance was relatively low. Thus, these two areas will be emphasized in future classes and in other cases within the course.	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	LG 6: Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.
Semester Assessed	2010-1
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	<ol style="list-style-type: none"> 1. Understand how to determine the cost of a product. 2. Understand cost behavior. 3. Understand budgeting, standards and variances. 4. Understand how cost accounting information is used for decision making.
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Student Sampling Process (if applicable)	Graded all assessment exams and determined the number of students who fit within each category (exceeded, met, or did not meet).
Data Collection Point	ACCT 2102

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
75% or Better Correct		
Percent of Students with Exemplary Performance	65	%
Description of Proficient Performance (Meets Expectations) by a Student		
60% or Better Correct		
Percent of Students with Proficient Performance	17	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 60% Correct		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Multiple Improvements
Comments on Planned Improvement	(P) and (E). On the 2009 assessment exam, students scored very low on two questions, namely (1) the distinction between period costs and product costs and (2) Cost/ Volume/ Profit (CVP) analysis. We

	<p>chose to place more emphasis on CVP analysis in 2010 and the results of the 2010 assessment exam show a substantial improvement in this area.</p> <p>However, students continued to score low on questions on product costs, so we will place more emphasis on this topic next year.</p> <p>NOTE: It was decided to incorporate the 2010 assessment in the Final Exam instead of the last day of class (as stated in the 2009 Assessment report) because of low attendance on the last day.</p>
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Next Scheduled Assessment	2011-1
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Administrative or Faculty Review of this Assessment(if applicable)

THE COMMITTEE REVIEWED THE ASSESSMENT RESULTS FOR LG 6. THE COMMITTEE FELT THAT THE INCORPORATION OF THE ASSESSMENT IN THE FINAL EXAM WAS A GOOD WAY TO IMPROVE THE VALIDITY OF THE RESULTS. COMMITTEE MEMBERS ALSO NOTED THAT ASSESSMENT RESULTS WERE IMPROVED FROM THE PREVIOUS ASSESSMENT (2009) DUE IN PART TO THE INCLUSION OF THE ASSESSMENT QUESTIONS IN THE FINAL EXAM (WHICH COUNTS FOR A SIGNIFICANT PERCENTAGE OF THE GRADE IN ACCT 2102). THE COMMITTEE SUPPORTS THE RECOMMENDATION OF THE ACCOUNTING FACULTY THAT MORE EMPHASIS BE PLACED ON ?PRODUCT COSTS? IN THE FUTURE. THE COMMITTEE WOULD LIKE SPECIFIC FEEDBACK IN THE NEXT ASSESSMENT REPORT AS TO THE SPECIFIC WAYS THE ACCOUNTING FACULTY EXPANDED COVERAGE OF THIS TOPIC.

Impact of Improvements?

Spring 2011 Assessment Results Review Summary: In 2011, more emphasis was placed on this topic by increasing the amount of time spent teaching this topic. The results of the 2011 assessment show some improvement in product costs , but students scored low on the use of cost accounting information for decision making. We will place more emphasis in this area next year. COMMITTEE

The RCOB UPC reviewed the assessment results for LO6.1. The committee agreed with the recommendations of the accounting faculty. The committee also recommended that summary analysis be included for the ?bonus questions? in future assessments.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 6: Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO6.1 Students will demonstrate a basic knowledge of relevant costs for decision making.	
Student Sampling Process (if applicable)	An assessment exam consisting of 8 multiple choice questions embedded in the Final Exam. Graded all assessment exams and determined the number of students who fit within each category (exceeded, met, or did not meet).	
Data Collection Point	ACCT 2102	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
75% or Better Correct		
Percent of Students with Exemplary Performance	48	%
Description of Proficient Performance (Meets Expectations) by a Student		
60% or Better Correct		
Percent of Students with Proficient Performance	25	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 60% Correct		
Percent of Students with Developing Performance	27	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	(P) and (E). On the 2010 assessment examination, students continued to score low on questions on product costs, so it was	

	<p>decided that more emphasis would be placed on this topic in 2011. In 2011, more emphasis was placed on this topic by increasing the amount of time spent teaching this topic. The results of the 2011 assessment show some improvement in product costs , but students scored low on the use of cost accounting information for decision making. We will place more emphasis in this area next year. COMMITTEE</p>
Next Scheduled Assessment	2013-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>The RCOB UPC reviewed the assessment results for LO6.1. The committee agreed with the recommendations of the accounting faculty. The committee also recommended that summary analysis be included for the ?bonus questions? in future assessments.</p>	
<i>Impact of Improvements?</i>	
<p>Learning outcome and objective will be reassessed in Spring 2013.</p>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration (all)	
Learning Outcome	LG 6: Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Case Analysis	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO6.2 Students will demonstrate the ability to analyze the current situation of an organization and to develop a plan to ensure organizational viability.	
Student Sampling Process (if applicable)	Each individual in each of the five sections of Strategic Management (MGNT 4660) was required to complete this assignment. The assignment counted 5% of their final grade. Students were graded on a four-point rubric which is attached. Across the five sections, 138 students completed this assignment. Results of the assignment are attached.	
Data Collection Point	MGNT 4660	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Rubric Score of 4 (Excellent) - Results: Page 1 (55%), Page 2 (48%), Page 3 (25%), Page 4 (25%)		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
Rubric Score of 2 (Marginally Acceptable) or 3 (Acceptable) - Results: Page 1 (38%), Page 2 (38%), Page 3 (59%), Page 4 (55%)		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
Rubric Score of 1 or 0 - Results: Page 1 (7%), Page 2 (14%), Page 3 (15%), Page 4 (20%)		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	

Comments on Planned Improvement	Improvement: PEDAGOGY (P): This is the first time the ?Robin Hood? case has been used for assessment. Thus, to some extent, these results serve as a baseline for future assessments. However, Page 3 (which dealt with the ability to identify problems) and Page 4 (which dealt with the ability to make and justify a recommendation) were the areas where overall performance was relatively low. Thus, these two areas will be emphasized in future classes and in other cases within the course.
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Next Scheduled Assessment	2012-1
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Administrative or Faculty Review of this Assessment(if applicable)

The UPC Committee was impressed with the case study assessment instrument developed by the faculty teaching the Strategic Management class (MGNT 4660). The committee also felt that the recommendations for improvement as they relate to ?identifying problems? and ?making recommendations? were appropriate. In addition, the committee recommended that this assessment be used once again next semester (Spring 2012) since this was the first time that this case study was utilized for the purpose of assessment

Impact of Improvements?

Spring 2012 Assessment Results Review Summary: (P): This is the second time the ?Robin Hood? case has been used for assessment. Overall, the pattern of results was consistent with the results from Spring 2011. It remains the case that the areas most in need of improvement are Page 3 (the ability to identify problems) and Page 4 (the ability to make and justify a recommendation). These skills should continue to be a focus in future classes and in other cases within the course. It could also be helpful to communicate this feedback to other courses in the College of Business that use cases as a basis for instruction.

(E): As international students become an increasing percentage of the population completing this assessment, it is worth noting that not all students may have a working knowledge of the Robin Hood legend. The case presents a useful context for this exercise, but some students may need more background information.

(E) Currently, all areas of the case study are weighted equally. However, the results show that the abilities evaluated by Page 3 (the ability to identify problems) and Page 4 (the ability to make and justify a recommendation), are more difficult to master. Moreover, these abilities show higher levels of learning and understanding than those evaluated by Pages 1 and 2. Therefore, it may be appropriate to consider giving different weights to the scores on each page.

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Bachelor of Business Administration (all)
Learning Outcome	LG 6: Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.
Semester Assessed	2012-1
Assessment Type or Artifact	Case Analysis
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	LO6.2 Students will demonstrate the ability to analyze the current situation of an organization and to develop a plan to ensure organizational viability.
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Student Sampling Process (if applicable)	Case Analysis (C) ? Students read and analyzed the ?Robin Hood? case. After reading the case, students were asked to identify the strategic actions/options (Page 1), the benefits/risks of the strategic actions/options (Page 2), the different problems in the case (Page 3), and make a recommendation (Page 4). The assignment is attached. Each student in the five sections of Strategic Management (MGNT 4660) was required to complete this assignment. The assignment counted 5% of their final grade. Students were graded on a four-point rubric which is attached. Across the five sections, 164 students completed this assignment. Results by page and by section are attached.
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Data Collection Point	MGNT 4660
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

Rubric Score of 4 (Excellent): RESULTS: Page 1 (50%), Page 2 (55%), Page 3 (8%), Page 4 (16%)

Percent of Students with Exemplary Performance	0	%
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Description of Proficient Performance (Meets Expectations) by a Student

Rubric Score of 2 (Marginally Acceptable) or 3 (Acceptable)
RESULTS: Page 1 (45%), Page 2 (32%), Page 3 (70%), Page 4 (60%)

Percent of Students with Proficient Performance	0	%
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Description of Developing Performance (Does Not Meet) by a Student		
RUBRIC SCORE LESS THAN 2 RESULTS: Page 1 (5%), Page 2 (14%), Page 3 (22%), Page 4 (23%)		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	<p>(P): This is the second time the "Robin Hood" case has been used for assessment. Overall, the pattern of results was consistent with the results from Spring 2011. It remains the case that the areas most in need of improvement are Page 3 (the ability to identify problems) and Page 4 (the ability to make and justify a recommendation). These skills should continue to be a focus in future classes and in other cases within the course. It could also be helpful to communicate this feedback to other courses in the College of Business that use cases as a basis for instruction.</p> <p>(E): As international students become an increasing percentage of the population completing this assessment, it is worth noting that not all students may have a working knowledge of the Robin Hood legend. The case presents a useful context for this exercise, but some students may need more background information.</p> <p>(E) Currently, all areas of the case study are weighted equally. However, the results show that the abilities evaluated by Page 3 (the ability to identify problems) and Page 4 (the ability to make and justify a recommendation), are more difficult to master. Moreover, these abilities show higher levels of learning and understanding than those evaluated by Pages 1 and 2. Therefore, it may be appropriate to consider giving different weights to the scores on each page.</p>	
Next Scheduled Assessment	2014-1	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
<p>The committee agrees with the faculty's assessment that giving different weights to the scores on each page may be appropriate. The committee also suggests that if the faculty does not want to switch to a new case, they can refer students who are unfamiliar with the Robin Hood legend to an online movie before they complete the assessment. Finally, the committee recommends that this assessment be moved to a two-year cycle.</p> <p>Next Assessment: Spring 2014</p>		
<i>Impact of Improvements?</i>		
The UPC agrees with the faculty's assessment that giving different weights to the scores on each page may be appropriate. The committee also suggests that if the faculty does not want to switch to a new case, they can refer		

students who are unfamiliar with the Robin Hood legend to an online movie before they complete the assessment.
Next scheduled assessment of this learning goal and associated objective is Spring 2014.

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration with a Major in Management	
Learning Outcome	Management majors will demonstrate the ability to apply management-related theories to practical applications.	
Semester Assessed	2011-1	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will demonstrate an understanding of important factors that impact behaviors and attitudes at the individual, group, and organizational units of analysis. Students will then apply this knowledge to a situation that occurs on a regular basis in organizations.	
Student Sampling Process (if applicable)	Entire section	
Data Collection Point	MGNT 3605	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
36 out of 36 points		
Percent of Students with Exemplary Performance	76	%
Description of Proficient Performance (Meets Expectations) by a Student		
30 - 35 points (outs of 36 points)		
Percent of Students with Proficient Performance	17	%
Description of Developing Performance (Does Not Meet) by a Student		
less than 30 points (out of 36 points)		
Percent of Students with Developing Performance	7	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Evaluation
Comments on Planned Improvement	The assessment could be improved to increase accuracy on capturing the learning objective. The current assessment lends students to always rate team members favorably. In addition, for those that are not rated favorably there is little description on why this is the case. Potentially, students could be asked to briefly explain why they feel certain teammates did not meet expectations. This way the instructor has a specific area to focus on.

Next Scheduled Assessment	2011-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
I agree with Dr. Bergiel's assessment. Collecting more feedback from students on unfavorable ratings will allow us to then target the course of these unfavorable ratings.	
<i>Impact of Improvements?</i>	
The rubric was revised to encourage feedback on any unfavorable comments. Four students did provide limited feedback.	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	
Academic Program	Bachelor of Business Administration with a Major in Management
Learning Outcome	Management majors will demonstrate the ability to apply management-related theories to practical applications.
Semester Assessed	2011-3
Assessment Type or Artifact	Project
Cohort (if Applicable)	0
Location	Carrollton Campus
Operational Definition or Learning Objective	Students will demonstrate an understanding of important factors that impact behaviors and attitudes at the individual, group, and organizational units of analysis. Students will then apply this knowledge to a situation that occurs on a regular basis in organizations.
Student Sampling Process (if applicable)	All students were assessed.
Data Collection Point	MGNT 3605

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
Getting 6 out of 6 points.		
Percent of Students with Exemplary Performance	40	%
Description of Proficient Performance (Meets Expectations) by a Student		
Getting 5 or more points.		
Percent of Students with Proficient Performance	26	%
Description of Developing Performance (Does Not Meet) by a Student		
Less than 5 points		
Percent of Students with Developing Performance	34	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Evaluation
Comments on Planned Improvement	As noted in the previous assessment, we did ask students to comment on the nature of any unfavorable ratings for this assessment. Comments were limited (4 individuals provided comments); however, they suggest that communication and time management issues were most prevalent. For the next assessment, we will encourage more students to provide feedback so that we can better diagnose, and eventually reduce, the root cause of poor

	individual performance within the groups.
Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
I agree with Ms. Duke's assessment. We do need to encourage more comments so that the root cause of the unfavorable ratings can be identified.	
<i>Impact of Improvements?</i>	
Changes to the rubric and encourage from the faculty member did increase the number of responses. It was determined that Question 2 was most relevant for assessing this particular outcome. Thus, the rubric will be modified to focus more on Question 2 and solicit more feedback from the students.	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration with a Major in Management	
Learning Outcome	Management majors will demonstrate the ability to apply management-related theories to practical applications.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Project	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will demonstrate an understanding of important factors that impact behaviors and attitudes at the individual, group, and organizational units of analysis. Students will then apply this knowledge to a situation that occurs on a regular basis in organizations	
Student Sampling Process (if applicable)	All students were sampled	
Data Collection Point	MGNT 3605	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
6 out of 6 points		
Percent of Students with Exemplary Performance	40	%
Description of Proficient Performance (Meets Expectations) by a Student		
5 out of 6 points		
Percent of Students with Proficient Performance	26	%
Description of Developing Performance (Does Not Meet) by a Student		
Below 5 points		
Percent of Students with Developing Performance	34	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Evaluation
Comments on Planned Improvement	Evaluation (E): Student comments regarding the first question on the evaluations rubric did increase. In retrospect, however, this question does not specifically relate to the learning objective and is of little value to our overall assessment. Thus, as stated, only data from the second question was assessed. For the next assessment the rubric will be modified. Question 1 will be removed and emphasis will be placed on obtaining additional feedback on

	Question 2. Instructions will specify that an explanation must be given if a "Not Well" is marked. Space will also be provided to allow for this explanation to better diagnose and eventually reduce individual shortcomings on application of management-related theories.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
I AGREE WITH DR. BERGIEL'S ASSESSMENT AND ON THE FUTURE DIRECTION THAT HE RECOMMENDS. WITH ONLY 41% OF STUDENTS "EXCEEDING EXPECTATIONS", THERE IS SOME ROOM FOR CORRECTIVE ACTION. HOWEVER, WE MUST FIRST DETERMINE THE ROOT CAUSE(S) THAT EXISTS. THIS CAN ONLY BE DETERMINED BY GETTING MORE QUALITY FEEDBACK FROM THE STUDENTS.	
<i>Impact of Improvements?</i>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration with a Major in Management	
Learning Outcome	Management majors will demonstrate the ability to research and comprehend employment data in areas such as staffing, training and development, and compensation.	
Semester Assessed	2010-3	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will demonstrate the ability to use several on-line resources available to HR practitioners.	
Student Sampling Process (if applicable)	Entire section was involved in assessment.	
Data Collection Point	MGNT 4620	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Students receiving 24 of 24 points.		
Percent of Students with Exemplary Performance	16	%
Description of Proficient Performance (Meets Expectations) by a Student		
Students receiving 21 of 24 points		
Percent of Students with Proficient Performance	79	%
Description of Developing Performance (Does Not Meet) by a Student		
Students receiving less than 21 points.		
Percent of Students with Developing Performance	5	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	Students had some trouble preparing the report. Some of the better reports will be shared with students before the next assessment so that they have a better idea of how to prepare more technical business reports.	
Next Scheduled Assessment	2011-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
Students seem to have little problem navigating the O*Net Internet site and locating the required information.		

However, many of the students are not as proficient in then presenting this information to an end-user in an appropriate format. The ability to write more technical reports is a skill that our students need to have. Next year, this exercised will be assessed again. However, the instructor will share some of the better reports from previous classes so that current students have a better idea of what is expected.

Impact of Improvements?

Some of the better reports, from previous semesters, were shared with students. And, based on their performance on the assessment project, student scores did improve. The ability to write these short, more technical papers is a skill that we need to continue to emphasize.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School		
Academic Program	Bachelor of Business Administration with a Major in Management	
Learning Outcome	Management majors will demonstrate the ability to research and comprehend employment data in areas such as staffing, training and development, and compensation.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Technical Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will demonstrate teh ability to use several on-line resources available to HR practitioners.	
Student Sampling Process (if applicable)	All students in the class were assessed.	
Data Collection Point	MGNT 4620-01	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
Scoring 21 of 21 points (as rated on evaluation matrix)		
Percent of Students with Exemplary Performance	58	%
Description of Proficient Performance (Meets Expectations) by a Student		
Scoring at least 19 of 21 points (as rated on evaluation matrix)		
Percent of Students with Proficient Performance	39	%
Description of Developing Performance (Does Not Meet) by a Student		
Scoring less that 19 points (as rated on evaluation matrix)		
Percent of Students with Developing Performance	3	%
Description of Unacceptable Performance by a Student		
Scoring less than 10 points (as rated on evaluation matrix)		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	This year some of the better reports from the previous semester were shared with students in class. We will continue to do this next year so that students understand how to write these more technical reports.	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
Students did a much better job writing the reports than they had in previous semesters. And, for business students,		

the ability to write these more technical reports is an essential skill that they need to develop. Next year, this exercise will be repeated. Additionally, a review session will be held in class on the difference between traditional college papers and more technically-oriented reports.

Impact of Improvements?

The students' writing ability continues to improve. In class, examples of some of the better writing efforts are shared with students. Their ability to write more concise, technical papers is improving. Some still do not do a great job of following directions. We continue to encourage students to examine the rubric (attached) carefully to ensure they have provided ALL of the required information.

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Bachelor of Business Administration with a Major in Management	
Learning Outcome	Management majors will demonstrate the ability to research and comprehend employment data in areas such as staffing, training and development, and compensation.	
Semester Assessed	2012-3	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	Students will demonstrate the ability to use several on-line resources available to HR practitioners. (LG3)	
Student Sampling Process (if applicable)	All students in the section were assessed.	
Data Collection Point	MGNT 4620	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
21 of 21 points		
Percent of Students with Exemplary Performance	34	%
Description of Proficient Performance (Meets Expectations) by a Student		
19 of 21 points		
Percent of Students with Proficient Performance	37	%
Description of Developing Performance (Does Not Meet) by a Student		
below 19 points		
Percent of Students with Developing Performance	29	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Evaluation
Comments on Planned Improvement	Evaluation (E): This exercise continues to be a useful way to introduce students to some of the on-line resources available to HR professionals. It also helps students understand more about a prospective job that they might be interested in pursuing upon graduation. The most significant change from the previous assessment is that the

	<p>number of students who exceeded expectations significantly decreased (from 58% to 34%) and the number of students who did not meet requirements significantly increased (from 3% to 29%). This is likely attributable to a higher level of expectations in terms of how the information is presented. In this assessment, a number of students simply failed to record the importance scores related to the KSAs and work activities. This expectation was clearly defined in the assignment. We will continue to work on these reports and will emphasize the importance of including quantitative information when it is available.</p>
Next Scheduled Assessment	2013-3

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Master of Business Administration
Learning Outcome	LG1: Communicate at a professional level in oral presentations and in writing.
Semester Assessed	2009-2
Assessment Type or Artifact	Oral Presentation
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	<p>1. Identify and explain appropriate ethical strategic marketing decisions in various situations and provide reasoned support in oral and written form (LG 1, LG 5, LG6);</p> <p>2. Summarize and ethically apply, through oral discussion and written documents, marketing strategy theory(s) and concepts (LG 1, LG 5, LG 6).</p>
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Student Sampling Process (if applicable)	<p>On the last day of the semester, students presented their term group project collectively. Individual?s presentation was evaluated according to the Individual Presentation Rubric including four sections: content, expression, technology use, and interaction with audience. The rubric had been posted on the course WebCT from the beginning of the semester. Presentations were hand graded and student performance was tabulated. Four sections of rubric are reflected in the results. All 32 students in the course were assessed.</p>
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Data Collection Point	MKTG 6815
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

36 out of 36 - 100%

Percent of Students with Exemplary Performance	34	%
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Description of Proficient Performance (Meets Expectations) by a Student

28 out of 36 - 78%

Percent of Students with Proficient Performance	63	%
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Description of Developing Performance (Does Not Meet) by a Student

Percent of Students with Developing Performance	3	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Pedagogy
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Comments on Planned Improvement	<p>Student performance indicated that the rubric were effective, with the percent of students who exceeded expectations was up to 34% and the percent of students meeting expectations was nearly 63%.</p> <p>However, the breakdown of each item in the rubric suggests that the three items of "Expression" category (Presentation flow (82), Tone of Voice (84), and Speed of Speech (86)) were the weakest areas. The instructor should attempt to improve students' performance in the category of "Expression" by integrating some business communication skills in the lectures and/or providing tips of business presentation.</p>
Next Scheduled Assessment	2011-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>The committee supports the faculty direction in the course and encourages more instruction in the area of "Expression" in business presentations. RCOB GPC</p>	
<i>Impact of Improvements?</i>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG1: Communicate at a professional level in oral presentations and in writing.	
Semester Assessed	2010-2	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO1.1 Students will be able to create effective written business documents.	
Student Sampling Process (if applicable)	All students enrolled in MGNT 6681 in the summer 2010 semester completed the exam. This was the only section of MGNT 6681 offered this semester. It was offered on the Carrollton Campus. Students were evaluated on two data points on the rubric relative to this learning objective.	
Data Collection Point	MGNT 6681	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
6 out of 6 - 100%		
Percent of Students with Exemplary Performance	96	%
Description of Proficient Performance (Meets Expectations) by a Student		
4 out of 6 - 67%		
Percent of Students with Proficient Performance	4	%
Description of Developing Performance (Does Not Meet) by a Student		
3 or less out of 6		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	
Comments on Planned Improvement	Under the direction of the Dean and AOL Coordinator, a new rubric was developed and implemented for the final case exam. As this is the first use of this rubric, these data will serve as a baseline to set the standard for future measures of student performance on this assignment relative to the new program learning objectives. Students performed well on the presentation of the case and their written argument. No changes are planned relative to LO1.1 at this time.

Next Scheduled Assessment	2011-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>The committee would like to see a sample of the answers to serve as additional eyes and analysis on the rubric used in this assessment. The purpose is not to "check up" on the professor, but to simply provide more rigor to our assessment process. Additionally we recommend that the rubric be changed to add "communication" to the topics list in addition to the current "writing style" and "presentation of paper". RCOB GPC</p>	
<i>Impact of Improvements?</i>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG1: Communicate at a professional level in oral presentations and in writing.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	MBA LO1.2: Students will be able to prepare and deliver effective business presentations	
Student Sampling Process (if applicable)	MBA LO1.2: Students will be able to prepare and deliver effective business presentations	
Data Collection Point	MKTG 6815	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 15 points		
Percent of Students with Exemplary Performance	10	%
Description of Proficient Performance (Meets Expectations) by a Student		
15 - 16 points		
Percent of Students with Proficient Performance	35	%
Description of Developing Performance (Does Not Meet) by a Student		
17-18 points		
Percent of Students with Developing Performance	55	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Results are Satisfactory
Comments on Planned Improvement	MBA LO1.2: Students will be able to prepare and deliver effective business presentations
Next Scheduled Assessment	2013-3

Administrative or Faculty Review of this Assessment(if applicable)

Continue to distribute rubric to students earlier in the term.

Next Scheduled Assessment ? Fall 2013		
<i>Impact of Improvements?</i>		
Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG2: Work effectively with others and lead in organizational situations.	
Semester Assessed	Not Available	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO2.1 ? Students will demonstrate effective group collaboration behavior in accomplishment of tasks. Case Analysis (C) and Presentation (P): Working in group of 3-4, students were required to make both a case presentation and write a case analysis.	
Student Sampling Process (if applicable)	30 Students completed a scale where they were asked to evaluate the performance of their team members.	
Data Collection Point	MGNT 6670, Carrollton	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90% score or higher		
Percent of Students with Exemplary Performance	90	%
Description of Proficient Performance (Meets Expectations) by a Student		
70% -89% score		
Percent of Students with Proficient Performance	10	%
Description of Developing Performance (Does Not Meet) by a Student		
below 70% score		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Evaluation	
Comments on Planned Improvement	Evaluation (E): To evaluate the team members an evaluation form was provided that used a 5 point Likert scale for 10 questions (see attachment A) and each member had to evaluate themselves. Also the team members were	

	<p>instructed that they could not give the same overall score to two members in their group i.e., if there were 4 members there would be four different scores. Even though the students were instructed that the evaluations should be confidential, it appears that several teams worked together to ensure that each team member came up with the same score (see attachment B). I believe that a stronger statement needs to be made that the evaluations are confidential and that the team members cannot work together on the evaluations.</p>
Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>Because there is a new instructor taking over this course for the next assessment, we simply agree with the instructor's recommendation to simply make a stronger statement of how easy it is to see how students have "fixed" their scores rather than giving honest evaluations.</p>	
<i>Impact of Improvements?</i>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG2: Work effectively with others and lead in organizational situations.	
Semester Assessed	2011-3	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	LO2.2 ? Students will be able to evaluate effective leadership behavior.	
Student Sampling Process (if applicable)	Exam (E): Questions concerning leadership behaviors and theories will be embedded into an exam. 30 students were given the exam. These exams were collected and graded with the result of the embedded questions analyzed.	
Data Collection Point	MGNT 6670, Carrollton	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
90% score or higher		
Percent of Students with Exemplary Performance	47	%
Description of Proficient Performance (Meets Expectations) by a Student		
70% score or higher		
Percent of Students with Proficient Performance	43	%
Description of Developing Performance (Does Not Meet) by a Student		
below 70% score		
Percent of Students with Developing Performance	10	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Pedagogy	
Comments on Planned Improvement	Pedagogy (P): The questions appear to be effective however I would recommend increasing the number of embedded questions. I would recommend that half of the students present a short powerpoint presentation of leadership behavior based on reviewing current	

	business practices. Each presenter would be required to provide 4 questions that would be answered in the presentation. The questions provided by the presenter would be evaluated and the best could be added to the existing embedded question bank. COMMITTEE
Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
The committee supports the instructors recommendations that more questions will be added. However, we would like to leave the pedagogical determinations up to the faculty who takes over the course.	
<i>Impact of Improvements?</i>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Master of Business Administration
Learning Outcome	LG2: Work effectively with others and lead in organizational situations.
Semester Assessed	2012-1
Assessment Type or Artifact	Other (Describe in Operational Definition)
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	MBA LO2.1: Students will demonstrate effective group collaboration behavior in accomplishment of tasks
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Student Sampling Process (if applicable)	32 Students evaluated self and peers on 12 items; overall scores were determined by peer evaluations only (self evals were excluded). Peer Evaluations (O).
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Data Collection Point	32 Students evaluated self and peers on 12 items; overall scores were determined by peer evaluations only (self evals were excluded).
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

less than 5

Percent of Students with Exemplary Performance	15	%
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Description of Proficient Performance (Meets Expectations) by a Student

5.0 ? 5.9

Percent of Students with Proficient Performance	15	%
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Description of Developing Performance (Does Not Meet) by a Student

6.0 ? 7

Percent of Students with Developing Performance	70	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Results are Satisfactory
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Comments on Planned Improvement	Overall, MBA students are excellent team collaborators. Only 3 students did not meet expectations, with 3 meeting expectations. The remainder exceeded expectations. The measurement instrument was around mid-semester instead of at the end (as recommended in last year?s AOL). However, it had no
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	appreciable impact on performance. Results are very similar to last year.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
Committee recommends continuing to give the instrument around mid-semester and continue to collect data on performance.	
Next Scheduled Assessment ? Fall 2013	
<i>Impact of Improvements?</i>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Master of Business Administration
Learning Outcome	LG3: Identify how globalization affects organizations and their environment.
Semester Assessed	2011-3
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	LO3.2 ? Students will assess the role that the global business environment plays in business decisions.
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Student Sampling Process (if applicable)	30 students were given the exam. These exams were collected and graded with the result of the embedded questions analyzed.
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Data Collection Point	MGNT 6670, Carrollton
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

90% score or better

Percent of Students with Exemplary Performance	43	%
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Description of Proficient Performance (Meets Expectations) by a Student

70% score or better

Percent of Students with Proficient Performance	50	%
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Description of Developing Performance (Does Not Meet) by a Student

less than 70% score

Percent of Students with Developing Performance	7	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Pedagogy
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Comments on Planned Improvement	Pedagogy (P): The existing questions appear to be effective however I would recommend increasing the number of embedded questions. I would recommend that half of the students present a short powerpoint presentation on the global business environment based on reviewing current business practices. Each presenter would be required to provide 4 questions that would be answered in the presentation. The questions provided by the presenter
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	<p>would be evaluated and the best could be added to the existing embedded question bank. Presently the lecture on global culture and global decision making is presented near the end of the semester. I would recommend that the lecture be presented near the beginning of the semester and embed global topics throughout the semester, i.e., provide global examples when covering the material in a chapter.</p>
Next Scheduled Assessment	2012-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>The committee supports the instructors recommendations that more questions will be added. However, we would like to leave the pedagogical determinations up to the faculty who takes over the course</p>	
<i>Impact of Improvements?</i>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Master of Business Administration
Learning Outcome	LG3: Identify how globalization affects organizations and their environment.
Semester Assessed	2012-1
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Carrollton Campus

Operational Definition or Learning Objective	<p>Committee recommends continuing to give the instrument around mid-semester and continue to collect data on performance.</p> <p>Next Scheduled Assessment ? Fall 2013</p>
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Student Sampling Process (if applicable)	<p>Committee recommends continuing to give the instrument around mid-semester and continue to collect data on performance.</p> <p>Next Scheduled Assessment ? Fall 2013</p>
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Data Collection Point	ECON 6450-01 - Carrollton
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

less than 80%

Percent of Students with Exemplary Performance	27	%
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Description of Proficient Performance (Meets Expectations) by a Student

80%

Percent of Students with Proficient Performance	41	%
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Description of Developing Performance (Does Not Meet) by a Student

100%

Percent of Students with Developing Performance	32	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Multiple Improvements
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Comments on Planned Improvement	<p>Committee recommends continuing to give the instrument around mid-semester and continue to collect data on performance.</p> <p>Next Scheduled Assessment ? Fall 2013</p>
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Next Scheduled Assessment	2012-2
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
Committee recommends continuing to give the instrument around mid-semester and continue to collect data on performance.	
Next Scheduled Assessment ? Fall 2013	
<i>Impact of Improvements?</i>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG4: Recognize the importance of ethical decision making.	
Semester Assessed	Not Available	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	MBA LO4.2: Students will evaluate managerial decisions using an ethical framework	
Student Sampling Process (if applicable)	32 students took midterm exam that included 1 short essay question.	
Data Collection Point	MKTG 6815 - Carrollton	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 2		
Percent of Students with Exemplary Performance	10	%
Description of Proficient Performance (Meets Expectations) by a Student		
2		
Percent of Students with Proficient Performance	40	%
Description of Developing Performance (Does Not Meet) by a Student		
3		
Percent of Students with Developing Performance	50	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Curriculum	
Comments on Planned Improvement	An additional in-class exercise and an article distributed and discussed in class helped improve students' understanding of these concept. As recommended, this was moved to the end of the semester. These changes seem to help improve the scores, though the percentage not meeting expectations did not change appreciably.	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		

Additional in-class Exercises appear to be helpful in improving students' understanding of concepts. Continue to do this.

NEXT SCHEDULED ASSESSMENT ? FALL 2013

Impact of Improvements?

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG4: Recognize the importance of ethical decision making.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Carrollton Campus	
Operational Definition or Learning Objective	MBA LO4.1: Students will be able to identify ethical theories and concepts and their importance	
Student Sampling Process (if applicable)	MBA LO4.1: Students will be able to identify ethical theories and concepts and their importance	
Data Collection Point	MKTG 6815	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 2		
Percent of Students with Exemplary Performance	5	%
Description of Proficient Performance (Meets Expectations) by a Student		
2		
Percent of Students with Proficient Performance	25	%
Description of Developing Performance (Does Not Meet) by a Student		
3		
Percent of Students with Developing Performance	70	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	MBA LO4.1: Students will be able to identify ethical theories and concepts and their importance	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
MBA LO4.1: Students will be able to identify ethical theories and concepts and their importance		
<i>Impact of Improvements?</i>		

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG1: Communicate at a professional level in oral presentations and in writing.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Oral Presentation	
Cohort (if Applicable)	0	
Location	Douglasville	
Operational Definition or Learning Objective	1.2 - Students will be able to prepare and deliver effective business presentations	
Student Sampling Process (if applicable)	Seven students made presentation in two teams. In addition to overall team assessment, students were evaluated based on their individual presentations. This assessment looks exclusively at the individual scores.	
Data Collection Point	MKTG 6815 - Douglasville	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 15 points		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
15-16 points		
Percent of Students with Proficient Performance	29	%
Description of Developing Performance (Does Not Meet) by a Student		
17-18 points		
Percent of Students with Developing Performance	71	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Overall, MBA students have excellent presentation skills. Seven students met expectations. Five of them exceeded expectations. Based on the recommendation of the committee, this measurement instrument was distributed at the beginning of the semester and posted at the course website on CourseDen. Students knew how they would be evaluated when they took	

	the course.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
Continue to make rubric available to students early in the term so students are familiar with the evaluation criteria.	
Next Scheduled Assessment ? Fall 2013.	
<i>Impact of Improvements?</i>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG2: Work effectively with others and lead in organizational situations.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Douglasville	
Operational Definition or Learning Objective	MBA LO2.1: Students will demonstrate effective group collaboration behavior in accomplishment of tasks	
Student Sampling Process (if applicable)	Peer Evaluations (O). Seven students evaluated self and peers on 12 items; overall scores were determined by peer evaluations only (self evals were excluded).	
Data Collection Point	MKTG 6815 - Douglasville	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 5		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
5 - 5.9		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
7-Jun		
Percent of Students with Developing Performance	100	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	Overall, MBA students are excellent team collaborators. Seven students exceeded expectations. The range of scores was 6.63 to 7 with average score of 6.84. Based on the committee's recommendation, the measurement instrument was distributed at the beginning of the semester so students knew how evaluations would be conducted. The scale items worked quite well. Based	

	on expectations being exceeded, maintain status quo. No course improvements to be undertaken.
Next Scheduled Assessment	2013-3
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
<p>There were 7 students in class and all exceeded expectations. Instructor could explore other objective measures.</p> <p>This course was compared with the other section that assessed same LO. Both sections are using the same rubric (which is encouraged)</p> <p>Next Scheduled Assessment ? Fall 2013.</p>	
<i>Impact of Improvements?</i>	

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG3: Identify how globalization affects organizations and their environment.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Other (Describe in Operational Definition)	
Cohort (if Applicable)	0	
Location	Douglasville	
Operational Definition or Learning Objective	LO3.2 Students will assess the role that the global business environment plays in business decisions. o) Students read a journal article titled "Comparing U.S. and Japanese Companies: Implications for Management Accounting," and did a case titled "International Accounting Diversity."	
Student Sampling Process (if applicable)	The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.	
Data Collection Point	ACCT 6232 - Douglasville	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 14 out of 20		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
14 out of 20		
Percent of Students with Proficient Performance	0	%
Description of Developing Performance (Does Not Meet) by a Student		
18 out of 20		
Percent of Students with Developing Performance	100	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Other	
Comments on Planned Improvement	The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.	
Next Scheduled Assessment	2012-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		

The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG4: Recognize the importance of ethical decision making.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Douglasville	
Operational Definition or Learning Objective	MBA LO4.1: Students will be able to identify ethical theories and concepts and their importance	
Student Sampling Process (if applicable)	MBA LO4.1: Students will be able to identify ethical theories and concepts and their importance	
Data Collection Point	MKTG 6815 - Douglasville	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 2		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
2		
Percent of Students with Proficient Performance	100	%
Description of Developing Performance (Does Not Meet) by a Student		
3		
Percent of Students with Developing Performance	0	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Multiple Improvements	
Comments on Planned Improvement	MBA LO4.1: Students will be able to identify ethical theories and concepts and their importance	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		
Committee agrees with the recommendation that remediation material be provided to clarify concepts that are known to cause problems. Additional exercises will also be helpful.		

Committee noticed that other section that measures the same LO is using a different set of questions to assess the same objective. Is it possible to use the same set of questions to make a reliable comparison of data between campus locations?

Next Scheduled Assessment ? Fall 2013.

Impact of Improvements?

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG4: Recognize the importance of ethical decision making.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Douglasville	
Operational Definition or Learning Objective	The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.	
Student Sampling Process (if applicable)	The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.	
Data Collection Point	MKTG 6815 - Douglasville	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 2		
Percent of Students with Exemplary Performance	0	%
Description of Proficient Performance (Meets Expectations) by a Student		
2		
Percent of Students with Proficient Performance	14	%
Description of Developing Performance (Does Not Meet) by a Student		
3		
Percent of Students with Developing Performance	86	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		
Type of Planned Improvement	Results are Satisfactory	
Comments on Planned Improvement	The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.	
Next Scheduled Assessment	2013-3	
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>		

The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.

Learning Outcome Assessment Report University of West Georgia		
<i>Information about the Academic Program and Learning Outcome being assessed</i>		
College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG1: Communicate at a professional level in oral presentations and in writing.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Written Assignment	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	LO1.1 Students will be able to create effective written business documents.	
Student Sampling Process (if applicable)	(W) As part of the MBA program capstone course, students prepare a written strategic analysis of a firm and develop a plan for future, highly innovative growth. Twenty-two students enrolled in MGNT 6681 in the Spring 2012 semester completed this analysis. The one section of MGNT 6681 offered this semester was taught at the Newnan campus.	
Data Collection Point	MGNT 6681 - Newnan	
<i>Student Performance Data</i>		
Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 60%		
Percent of Students with Exemplary Performance	9	%
Description of Proficient Performance (Meets Expectations) by a Student		
60%		
Percent of Students with Proficient Performance	46	%
Description of Developing Performance (Does Not Meet) by a Student		
80%		
Percent of Students with Developing Performance	46	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%
<i>Improvements or Changes Based on this Assessment</i>		

Type of Planned Improvement	Multiple Improvements
Comments on Planned Improvement	Based on feedback regarding other assessments for this course, the performance level to "meet" expectations was raised from 50% to 60%. To facilitate this change, the rubric scale was changed from 6-point to 7-point. The average of the scores on the two evaluation criteria supporting this learning objective determines if the student met expectations. The evaluation criteria for this objective focus on style and formatting issues, which are important considerations for the professional quality and readability of a business document. However, additions to the scoring guidelines on the rubric (E) could address the content of the document also. Items such as the appropriate use of business vocabulary and accuracy/logic/clarity in statements made about the analytical techniques are not explicitly reflected in the rubric.
Next Scheduled Assessment	2012-2
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
Effective business documents (LO 1.1) should include both content and format. Current focus of this LO is on style and formatting issues. Committee agrees that content also should be addressed in this LO. Recommendation is to develop a common rubric to include assessment of content.	
Next Scheduled Assessment ? Summer 2012.	
<i>Impact of Improvements?</i>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Master of Business Administration
Learning Outcome	LG3: Identify how globalization affects organizations and their environment.
Semester Assessed	2012-2
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Newnan

Operational Definition or Learning Objective	L03.1 Students will be able to identify trends in the global marketplace.
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Student Sampling Process (if applicable)	Performance ratings report the percent of students correctly answering four (for ?meets expectations?) or five (for ?exceeds expectations?) of the five relevant questions (number 33, 34, 35, 36, and 37). These questions were included on the final examination for Econ 6450 (offered on the Newnan Campus). The final examination in total counted for 26% of a student?s course grade. A total of 13 students were enrolled in this class. N = 13 (all enrolled students) from multiple choice questions included on the final exam.
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Data Collection Point	ECON 6450-Newnan
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Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student

less than 80

Percent of Students with Exemplary Performance	23	%
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Description of Proficient Performance (Meets Expectations) by a Student

80

Percent of Students with Proficient Performance	39	%
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Description of Developing Performance (Does Not Meet) by a Student

100

Percent of Students with Developing Performance	39	%
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Description of Unacceptable Performance by a Student

Percent of Students with Unacceptable Performance	0	%
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Improvements or Changes Based on this Assessment

Type of Planned Improvement	Curriculum
Comments on Planned Improvement	The questions used for assessment are applications of core microeconomic principles and analysis applied to global managerial issues. Correctly answering the assessment questions thus requires applying the core microeconomic concepts to address issues arising from economic globalization. In general, most of the students taking this class display an acceptable level of understanding of global economic concepts. As the attached item analysis suggests, question 33 was incorrectly answered by the greatest percentage of students (38%). This is a challenging question in which students were asked to apply supply/demand analysis in a global context to both output and input markets. In future offerings of this class, additional emphasis/time will be devoted to supply/demand analysis since this is the global topic in which students demonstrated the least understanding.
Next Scheduled Assessment	2012-1
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
Committee agrees with instructor?s recommendation to spend more time and emphasize the topic where students may not have understood the material.	
Next Scheduled Assessment ? Spring 2012.	
<i>Impact of Improvements?</i>	

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business	
Academic Program	Master of Business Administration	
Learning Outcome	LG5: Integrate analytical and problem solving skills with concepts and theories from all functional areas of business.	
Semester Assessed	2012-1	
Assessment Type or Artifact	Exam	
Cohort (if Applicable)	0	
Location	Newnan	
Operational Definition or Learning Objective	LO5.2 Students will be able to analyze and reach an appropriate decision when presented with multi-functional issues.	
Student Sampling Process (if applicable)	All 22 students enrolled in MGNT 6681 in the spring semester 2012 completed the exam. This was the only section of MGNT 6681 offered this semester. It was offered on the Newnan campus on Tuesday evenings during the second half of the semester.	
Data Collection Point	MGNT 6681 - Newnan	

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 60%		
Percent of Students with Exemplary Performance	32	%
Description of Proficient Performance (Meets Expectations) by a Student		
60%		
Percent of Students with Proficient Performance	50	%
Description of Developing Performance (Does Not Meet) by a Student		
80%		
Percent of Students with Developing Performance	18	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Evaluation
Comments on Planned Improvement	All 22 students enrolled in MGNT 6681 in the spring semester 2012 completed the exam. This was the only section of MGNT 6681 offered this semester. It was offered on the Newnan campus on Tuesday evenings during the second half of the semester.
Next Scheduled Assessment	2012-2

Administrative or Faculty Review of this Assessment(if applicable)

All 22 students enrolled in MGNT 6681 in the spring semester 2012 completed the exam. This was the only section of MGNT 6681 offered this semester. It was offered on the Newnan campus on Tuesday evenings during the second half of the semester.

**Learning Outcome Assessment Report
University of West Georgia**

Information about the Academic Program and Learning Outcome being assessed

College or School	Richards College of Business
Academic Program	Master of Business Administration
Learning Outcome	LG5: Integrate analytical and problem solving skills with concepts and theories from all functional areas of business.
Semester Assessed	2012-1
Assessment Type or Artifact	Exam
Cohort (if Applicable)	0
Location	Newnan

Operational Definition or Learning Objective	The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.
Student Sampling Process (if applicable)	The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.
Data Collection Point	MGNT 6681 - Newnan

Student Performance Data

Description of Exemplary Performance (Exceeds Expectations) by a Student		
less than 60%		
Percent of Students with Exemplary Performance	14	%
Description of Proficient Performance (Meets Expectations) by a Student		
60%		
Percent of Students with Proficient Performance	41	%
Description of Developing Performance (Does Not Meet) by a Student		
80		
Percent of Students with Developing Performance	45	%
Description of Unacceptable Performance by a Student		
Percent of Students with Unacceptable Performance	0	%

Improvements or Changes Based on this Assessment

Type of Planned Improvement	Multiple Improvements
Comments on Planned Improvement	The case study and journal article were discussed in class and then a 20

	question true/false test was administered. There were three students enrolled in the class.
Next Scheduled Assessment	2012-2
<i>Administrative or Faculty Review of this Assessment(if applicable)</i>	
The case study and journal article were discussed in class and then a 20 question true/false test was administered. There were three students enrolled in the class.	