# 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 noncomplianct 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** 

#### College of Arts and Humanities

#### 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

Measureable Learning Outcomes for this Academic Program:

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

Learning Outcome Assessment Report					
	University of West Georgia				
Information about the Academic Program and Learning Outcome being assessed					
College or School		llege of Arts and Humanities			
Academic Program			ith a Major in English		
Learning Outcome	1		n command of standard written English a	nd demonstr	ate
		ategies	for presenting ideas and evidence.		
Semester Assessed	2012-1				
Assessment Type or Artifa	ct Writte	en Assi	gnment		
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
Operational Definition or I	Learning Obje	ective	Students submit a written essay assignn	nent that is	
			evaluated by the department's approve	d rubric.	
Student Sampling Process	(if applicable	)	3 sections offered. 3 sections were inclu	ided in the	
			assessment. Students who completed the	ne writing	
			assignment were included in the assessi	ment.	
Data Collection Point			ENGL 4384 (Senior Capstone Seminar)		
Student Performance Data	7				
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student		
Score of 100-90					
Percent of Students with E	exemplary Pe	rforma	nce	19	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student		
Score of 89-70					
Percent of Students with F	Proficient Per	forman	ce	38	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Score of 69-60					
Percent of Students with [	Developing Pe	erforma	ance	41	%
Description of Unacceptab	ole Performan	ice by a	3 Student		
Score of 59 or Below					
Percent of Students with Unacceptable Performance 3 %				%	
Improvements or Changes Based on this Assessment					
Type of Planned Improvement Results are Satisfactory					
Comments on Planned Im	Planned Improvement Results are Satisfactory				
Next Scheduled Assessment 2013-1					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Arts and Human	College of Arts and Humanities				

Learning Outcome Assessment Report University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School	College of A	College of Arts and Humanities			
Academic Program	Bachelor of	Arts w	ith a Major in English		-
Learning Outcome	Are capable	of criti	ical thinking that takes into account the	variety of hu	ıman
	experience	and sig	nificant differences among cultural value	e systems.	
Semester Assessed	2012-1				
Assessment Type or Artifa	ct Writte	en Assi	gnment		
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
Operational Definition or I	Learning Obje	ctive	Students submit a written essay assigr	ment that th	he
			instructor evaluates using the departm	nent's approv	ved
			rubric.		
Student Sampling Process	(if applicable	)	3 sections offered. Students in all 3 sec		
			completed the assignment were include	led in the	
			assessment.		
Data Collection Point			ENGL 4384 (Senior Seminar)		
Student Performance Data					
	Performance	(Excee	ds Expectations) by a Student		
Score of 100-90					
Percent of Students with E	* *			31	%
•	erformance (	Meets	Expectations) by a Student		
Score of 89-70		_			
Percent of Students with F				47	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Score of 69-60					
Percent of Students with [				22	%
Description of Unacceptat	ole Performar	ice by a	a Student		
Score of 59 or Below					
·			%		
Improvements or Changes Based on this Assessment					
Type of Planned Improvement Results are Satisfactory					
Comments on Planned Improvement Results are Satisfactory					
Next Scheduled Assessment 2013-1					
Administrative or Faculty I		Assess	sment(if applicable)		
College of Arts and Humar	nities				

Learning Outcome Assessment Report University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School	College of A	ollege of Arts and Humanities			
Academic Program	Bachelor of	Arts wi	ith a Major in English		
Learning Outcome	Can convinc	ingly a	nalyze, interpret, and explicate literary te	exts in light o	of
	pertinent cri	itical as	ssumptions.		
Semester Assessed	2012-1				
Assessment Type or Artifa	ct Writte	n Assi	gnment		
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
Operational Definition or I	Learning Obje	ctive	Students submit a written essay assignr		
			instructor evaluates using the department	ent's approv	ed
			rubric.		
Student Sampling Process	(if applicable)	)	3 sections offered. 3 sections were inclu		
			assessment. Students who completed t		
			assignment were included in the assess	ment.	
Data Collection Point			ENGL 4384 (Senior Seminar)		
Student Performance Data					
	Performance (	(Excee	ds Expectations) by a Student		
Score of 100-90		_			
Percent of Students with E				28	%
•	erformance (I	Meets	Expectations) by a Student		
Score of 89-70		•			101
Percent of Students with F				34	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Score of 69-60				24	0/
Percent of Students with I				31	%
Description of Unacceptab	ole Performan	ce by a	a Student		
Score of 59 or Below					
·			%		
Improvements or Changes Based on this Assessment					
Type of Planned Improvement Results are Satisfactory  Comments on Planned Improvement Results are Satisfactory					
Comments on Planned Improvement Results are Satisfactory					
Next Scheduled Assessment 2013-1  Administrative or Faculty Review of this Assessment(if applicable)					
		ASSESS	ыненції арріісавіе)		
College of Arts and Humar	iities				

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

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.

Learning Outcome Assessment Report					
University of West Georgia					
•		<u> </u>	Learning Outcome being assessed		
College or School			d Humanities		
Academic Program			h a Major in History, General		
Learning Outcome	show bas	sic familiai	rity with historical literature in major and mir	nor fields o	f
Semester Assessed	Academi	c year 201	12-2013		
Assessment Type or Artifa	ct Exi	t oral exa	m conducted at time of thesis defense or ora	I portion o	f
	the	e compehe	ensive exit exam for the non-thesis track		
Cohort (if Applicable)	0				
Location	Carrollto	n			
Operational Definition or	Learning O	bjective			
Student Sampling Process	(if applica	ble)	All students are assessed		
Data Collection Point			Thesis defense or comprehensive oral exan	n	
Student Performance Data	ר				
Description of Exemplary	Performan	ce (Excee	ds Expectations) by a Student		
Full mastery of the materi	al				
Percent of Students with 8	Exemplary	Performa	ince 40	6	%
Description of Proficient P	erformand	e (Meets	Expectations) by a Student		
Percent of Students with F	Proficient I	Performan	nce 54	4	%
Description of Developing	Performa	nce (Does	Not Meet) by a Student		
Percent of Students with I	Developing	Performa	ance 0		%
Description of Unacceptal	ole Perforn	nance by a	a Student		
Percent of Students with Unacceptable Performance 0 %				%	
Improvements or Changes Based on this Assessment					
Type of Planned Improvement					
Comments on Planned Improvement			_		
Next Scheduled Assessment Ongoing					
Administrative or Faculty	Review of	this Assess	sment(if applicable)		
College of Arts and Humai	nities				

Learning Outcome Assessment Report						
Information about the Aca	University of West Georgia  Information about the Academic Program and Learning Outcome being assessed					
College or School		ollege of Arts and Humanities				
Academic Program				Major in History, General		
Learning Outcome				describe career options in the field	of history	
Semester Assessed		Available				
Assessment Type or Artifac	ct	Other (Descr	ribe i	n Operational Definition)		
Cohort (if Applicable)	0	·		, , , , , , , , , , , , , , , , , , ,		
Location						
Operational Definition or L	earnir.	ng Objective		vered in Historiography class and the ssions. This assessment has been do	_	ing
Student Sampling Process	(if app	licable)	N/A	A		
Data Collection Point						
Student Performance Data						
Description of Exemplary P	erfor	mance (Exceed	eds Ex	spectations) by a Student		
Percent of Students with E	•	<u> </u>			0	%
Description of Proficient Pe	erform	nance (Meets	Expe	ectations) by a Student		
Percent of Students with P	roficie	ent Performan	nce		0	%
Description of Developing	Perfor	mance (Does	s Not	Meet) by a Student		
Percent of Students with D	evelo	ping Performa	ance		0	%
Description of Unacceptab	le Per	formance by a	a Stu	dent		
Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes Based on this Assessment						
Type of Planned Improvement						
Comments on Planned Improvement						
Next Scheduled Assessment Ongoing. Note: this outcome/assessment has been dropped.						
Administrative or Faculty Review of this Assessment(if applicable)						
College of Arts and Human	ities					

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	College of Arts and	ollege of Arts and Humanities				
Academic Program	Master of Arts with	h a Major in History, General				
Learning Outcome	demonstrate a kno	owledge of the theory and ethics of publi	c history [fo	or		
	Public History cond	centration]				
Semester Assessed	2013-1					
Assessment Type or Artifa	ct Portfolio					
Cohort (if Applicable)	0					
Location	Carrollton Campus					
Operational Definition or I	Learning Objective	Students will demonstrate a knowledge	e of the the	ory		
		and ethics of public history professiona	als and will a	apply		
		this knowledge through class assignme	nts and pra	ictical		
		experiences in the public history semin	ar course.			
Student Sampling Process	(if applicable)	Students enrolled in HIST 6687: Introdu	uction to Pu	ıblic		
		History were assessed.				
Data Collection Point		HIST 6687				
Student Performance Data	ד					
Description of Exemplary I	Performance (Excee	ds Expectations) by a Student				
	lass assignments in I	dge of the theory and ethics of public his his or her project essay, a well-articulated i				
Percent of Students with E	Exemplary Performa	nce	69	%		
Description of Proficient P	erformance (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 F	Proficient Performan	nce	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						
•	·	of the theory and ethics of public history	profession	als		
		or her project essay, a poorly articulated	•			
shows a lack of understand	_					
shows a last of anacistananing of the theory and car						

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

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed				
College or School		ollege of Arts and Humanities			
Academic Program	_		h a Major in History, General		
Learning Outcome			bility to undertake advanced historical re-	search	
Semester Assessed	2012-2		,		
Assessment Type or Artifa	ct Wri	tten Assi	gnment		
Cohort (if Applicable)	0		-		
Location	Carrolltor	Campus			
Operational Definition or L	earning Ol	jective	Ability to undertake advanced historical exemplified by the ability to complete a		
Student Sampling Process	(if applicab	le)	All theses completed were assessed		
Data Collection Point			All theses completed in the program du	ring the 2011	L-
			2012 AY		
Student Performance Data	1				
Description of Exemplary F	Performand	e (Excee	ds Expectations) by a Student		
Thesis topic is original, and	the thesis	itself is o	of publishable quality, and demonstrates $\epsilon$	exemplary	
command of research in the	ne topic			_	
Percent of Students with E	xemplary I	erforma	nce	20	%
•			Expectations) by a Student		
Thesis topic is original, and topic	d the thesis	itself is v	very good, and shows adequate mastery o	of research in	the
Percent of Students with P	roficient P	erformar	nce	80	%
Description of Developing	Performan	ce (Does	Not Meet) by a Student		
Thesis topic may be originate	al, but the	thesis do	es not show complete understanding of re	esearch meth	nods
Percent of Students with D	Developing	Performa	ance	0	%
Description of Unacceptab	le Perform	ance by a	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.					wed
Percent of Students with U	Percent of Students with Unacceptable Performance 0 %			%	
Improvements or Changes Based on this Assessment					
Type of Planned Improven	Type of Planned Improvement Other				
Comments on Planned Imp	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 Assessmen	nt	2013-	-2		

Learning Outcome Assessment Report University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School			l Humanities		
Academic Program	Master of A	laster of Arts with a Major in History, General			
Learning Outcome	demonstrat	emonstrate an understanding of historiography and its permutations over			ver
	time				
Semester Assessed	2012-3				
Assessment Type or Artifa	ct Writt	en Assi	gnment		
Cohort (if Applicable)	0				
Location	Carrollton (	Campus			
Operational Definition or I	Learning Obje	ective	Demonstrate an understanding of histo	riography an	d its
			permutations over time.		
Student Sampling Process	(if applicable	e)	All students enrolled in HIST 6684 (Histo	oriography) v	vere
			assessed.		
			how assessed -The faculty member tead	_	
			Historiography will grade each paper on		
			based on the paper's scholarly achie	vement. 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		
Student Performance Data	y		students in their mist of second year		
*		(Excee	ds Expectations) by a Student		
Scores of 9.5 and above (c		1	, , , , , , , , , , , , , , , , , , ,		
Percent of Students with E		rforma	nce	0	%
	<u> </u>		Expectations) by a Student		
Scores of 8.0 and above (c	out of 10)				
Percent of Students with F	Proficient Per	forman	nce	82	%
Description of Developing	Performance	e (Does	Not Meet) by a Student		
Scores of 7.0-7.9 (out of 1	0)				
Percent of Students with [	Developing Po	erforma	ance	18	%
Description of Unacceptab	Description of Unacceptable Performance by a Student				
Scores below 7.0					
Percent of Students with Unacceptable Performance 0 %				%	
Improvements or Changes Based on this Assessment					
Type of Planned Improven	nent	Resul	ts are Satisfactory		
Comments on Planned Im	provement		students did not meet expectations, but b		
	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			
Administrative or Faculty Review of this Assessment(if applicable)				
College of Arts and Humanities				

Degree Program: BA in Theatre Degree program Location: Carrollton

Measureable Learning Outcomes for this Academic Program:

	Learning Outcomes for this Academic F	How is this Learning Outcome measured?
1.	Students will describe basic knowledge of	Assessments of Theatre 3214 Scenography Project,
	theatre history, theory, and criticism,	Theatre 2100 Play Analysis Project,
	including research sources and	
	methodology	
2.	Students will apply skills learned in courses	Assessment of week journals in Theatre 4485
	to a variety of work and social	Career Paths in Theatre.
	environments	Oral presentations in THEA 2050 Self-Staging
3.	Students will function safely and	Exam in THEA 2290 Stagecraft
	effectively while using theatrical	
	technology	
4.	Students will demonstrate knowledge of	Lab assessments in THEA 1111, 1112, 2111, 2112,
	the various means (acting, directing,	3111; Assessment of written analysis and
	designing, constructing, playwriting, etc.)	presented scene work in THEA 3394 Directing.
	through which a theatrical concept is	
	realized	
5.	Students will describe basic knowledge of	Exam in THEA 3357 Theatre History I
	theatre history and criticism, including	
	research sources and methodology.	
6.	Students will express through	Assessment of oral presentations in THEA 1291
	performance, writing, speaking and other	Voice and Movement I and THEA 3392 Acting II
	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.	
7.	Students will illustrate awareness of the	Assessed written assignment in THEA 4415
	complex human condition acquired	Playwriting II; jury assessment in THEA 4412 Acting
	through aesthetic and intellectual	III; assessed project in THEA 3415 Playwriting I-
	perceptions as evidenced in various modes	Devised Theatre.
	of theatrical production.	Assessment of suggesting TUEA 2257 Throates
8.	Students will demonstrate knowledge of	Assessment of exams in THEA 3357 Theatre
	selected plays, theatrical conventions, and	History I and THEA 4457 Theatre History II
	theatrical movements important in the formation of the modern theatre.	
0		Access of oral presentation in TUEA 2201 Action
9.	Students will express through performance, writing, speaking, and other	Assess of oral presentation in THEA 2291 Acting I
	modes of communication the results of	
	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	
10. Students will demonstrate skills in	Assessed written assignment in THEA 2100 Play
analyzing plays, using theatre technology,	analysis; oral presentation in THEA 3415
and conducting research	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.

Learning Outcome Assessment Report				
University of West Georgia				
•			Learning Outcome being assessed	
College or School		ollege of Arts and Humanities		
Academic Program	Bachelor of	Arts wi	ith a Major in Theatre	
Learning Outcome		dents will describe basic knowledge of theatre history, theory, and		
	criticism inc	luding	research sources and methodology.	
Semester Assessed	2011-1			
Assessment Type or Artifa	ct Exam			
Cohort (if Applicable)	0			
Location	Carrollton C	ampus		
Operational Definition or I	earning Obje	ctive		
Student Sampling Process	(if applicable	)	Theatre History Exam - Entire Class	
Data Collection Point			THEA 3557	
	Theatre History I			
Student Performance Data	1			
Description of Exemplary R	Performance	(Exceed	ds Expectations) by a Student	
100% correct				
Percent of Students with E	xemplary Pe	forma	nce 8	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student	
70-80% correct				
Percent of Students with P	Proficient Per	forman	nce 9	%
Description of Developing	Performance	(Does	Not Meet) by a Student	
60%				
Percent of Students with D	Developing Pe	rforma	ance 3	%
Description of Unacceptab	le Performan	ice by a	a Student	
50%				
Percent of Students with U	Jnacceptable	Perfor	mance 3	%
Improvements or Changes Based on this Assessment				
Type of Planned Improven	Type of Planned Improvement Results are Satisfactory			
Comments on Planned Imp	Comments on Planned Improvement Results are Satisfactory			
Next Scheduled Assessment 2011-3				
Administrative or Faculty Review of this Assessment(if applicable)				
College of Arts and Humar	nities			

Learning Outcome Assessment Report University of West Georgia						
Information about the Acc	Information about the Academic Program and Learning Outcome being assessed					
College or School			Humanities			
Academic Program	Bachelor o	f Arts w	ith a Major in Theatre			
Learning Outcome	Students w	ill expre	ess through performance, writing, speaki	ng and othe	r	
	modes of c	ommun	ication, the results of research and critic	al judgment	.,	
	indicated b	y a dem	nonstrable ability to reach an audience ef	fectively the	rough	
	at least on	least one component of theatrical				
Semester Assessed	2013-1					
Assessment Type or Artifa	ct Oral	Present	ation			
Cohort (if Applicable)	18					
Location	Carrollton	Campus				
Operational Definition or	Learning Obj	ective	Beginning and experiential introduction	to voice ar	nd	
			movement techniques for actors			
Student Sampling Process	(if applicable	e)	Spring 1291 Section 01 Entire Class			
Data Collection Point			1291			
			V&M I			
Student Performance Data						
, , ,		*	ds Expectations) by a Student			
Daily Journal 50 out of 50	•					
Percent of Students with E	• •			48	%	
•		•	Expectations) by a Student			
Daily Journal 45/40 and 35						
Percent of Students with F				35	%	
Description of Developing	Performanc	e (Does	Not Meet) by a Student			
Percent of Students with I	Develoning P	erforma	ance	0	%	
Description of Unacceptal						
Daily Journal 0 points out of 50 at mid term						
Percent of Students with U	Percent of Students with Unacceptable Performance 17 %					
Improvements or Changes Based on this Assessment						
Type of Planned Improvement Results are Satisfactory						
Comments on Planned Im	Comments on Planned Improvement Results are Satisfactory					
Next Scheduled Assessment 2014-1						
Administrative or Faculty Review of this Assessment(if applicable)						
College of Arts and Human	College of Arts and Humanities					

Learning Outcome Assessment Report University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School	College of A	ollege of Arts and Humanities			
Academic Program	Bachelor of	Arts wi	th a Major in Theatre		
Learning Outcome	Students wil	ll descr	ibe basic knowledge of theatre history, t	heory, and	
	criticism inc	luding	research sources and methodology.		
Semester Assessed	Not Availabl	е			
Assessment Type or Artifa	ct Exam				
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
Operational Definition or I	Learning Obje	ctive	Theatre History		
Student Sampling Process	(if applicable)	)	N/A		
Data Collection Point			THEA 3357		
Student Performance Data	מ				
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student		
Scores 85% or above on Fi	nal Exam				
Percent of Students with E	Exemplary Per	formar	nce	20	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student		
Scores 70-85% on Final Ex	am				
Percent of Students with F	Proficient Perf	forman	ce	70	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Scores 50-70% on Final Ex	am				
Percent of Students with I	Developing Pe	rforma	ance	10	%
Description of Unacceptab	ole Performan	ce by a	Student		
Scores less than 50% on Fi	inal Exam				
Percent of Students with Unacceptable Performance 0 %					%
Improvements or Changes Based on this Assessment					
Type of Planned Improven	Type of Planned Improvement Results are Satisfactory				
Comments on Planned Improvement Results are Satisfactory					
Next Scheduled Assessment 2014-1					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Arts and Humanities					

Learning Outcome Assessment Report					
University of West Georgia					
•	Information about the Academic Program and Learning Outcome being assessed  College or School College of Arts and Humanities				
College or School	_				
Academic Program			ith a Major in Theatre	1912	
Learning Outcome			rate awareness of the complex human con	•	
	_	rough aesthetic and intellectual perceptions as evidenced in various modes f theatrical production.			oaes
		icai produ	iction.		
Semester Assessed	2012-3				
Assessment Type or Artifa		itten Assi	gnment		
Cohort (if Applicable)	0				
Location		n Campus			
Operational Definition or					
Student Sampling Process	(if applica	ole)	N/A		
Data Collection Point			THEA 4415		
Student Performance Data	מ				
Description of Exemplary	Performan	ce (Excee	ds Expectations) by a Student		
Technically proficient writ	ing, Under	standing o	of psychological makeup of dominant trait	characters,	
Creative application to cha	aracter voi	ce and act	tive, dramatic stakes in monologue		
Percent of Students with B	Exemplary	Performa	nce	60	%
Description of Proficient P	erformand	e (Meets	Expectations) by a Student		
Meets 2-3 of the above cr	iteria, lack	ing in othe	er areas		
Percent of Students with F	Proficient F	erformar	nce	30	%
Description of Developing	Performa	nce (Does	Not Meet) by a Student	_	
Meets 2 or fewer of the al	oove criter	ia, deficie	nt in several others		
Percent of Students with I	Developing	Performa	ance	10	%
Description of Unacceptab	ole Perforn	nance by a	a Student		
Not done, cursory application of exercise, or hostile/intolerant thinking and application of material					
Percent of Students with U	Jnaccepta	ole Perfor	mance	0	%
Improvements or Changes Based on this Assessment					
Type of Planned Improvement Results are Satisfactory					
Comments on Planned Improvement Results are Satisfactory					
Next Scheduled Assessment 2013-3					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Arts and Humanities					

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School			l Humanities			
Academic Program	Bachelor o	f Arts w	ith a Major in Theatre			
Learning Outcome	Students w	ill demo	onstrate knowledge of selected plays, the	atrical		
	convention	s, and t	heatrical movements important in the for	mation of the	جَ خ	
	modern the	eatre.				
Semester Assessed	2011-1	011-1				
Assessment Type or Artifa	ct Exam	)				
Cohort (if Applicable)	0					
Location	Carrollton	Campus				
Operational Definition or	Learning Obj	ective	Theatre History I			
Student Sampling Process	(if applicable	e)	3000 level majors/minors class-all are re	equired to tal	ке	
			this course			
Data Collection Point			THEA 3357			
			Theatre History I			
Student Performance Data	ד					
Description of Exemplary	Performance	(Excee	ds Expectations) by a Student			
Exemplary				1		
Percent of Students with E	Exemplary Pe	erforma	nce	1	%	
•	erformance	(Meets	Expectations) by a Student			
Proficient				1		
Percent of Students with F				8	%	
Description of Developing	Performanc	e (Does	Not Meet) by a Student			
Developing				<b>r</b>		
Percent of Students with I				8	%	
Description of Unacceptat	ole Performa	nce by a	a Student			
Unacceptable						
	Percent of Students with Unacceptable Performance 6 %					
,	Improvements or Changes Based on this Assessment					
Type of Planned Improvement						
Comments on Planned Improvement   Implement weekly quizzes on each chapter						
Next Scheduled Assessment 2012-3						
Administrative or Faculty Review of this Assessment(if applicable)						
College of Arts and Human	nities					

Learning Outcome Assessment Report					
Information about the Acc	domi		sity of West Georgia I Learning Outcome being assessed		
•					
College or School		ege of Arts and			
Academic Program			ith a Major in Theatre		
Learning Outcome		•	ess through performance, writing, speakin	_	
	l		nication, the results of research and critica		ما ـــ ــا
		ndicated by a demonstrable ability to reach an audience effectively through t least one component of theatrical			ugn
Semester Assessed	2010	•	onent of theatrical		
Assessment Type or Artifa		Oral Present	ration		
Cohort (if Applicable)	18	Oral Present	ation		
Location		ollton Campus			
Operational Definition or I	<u> </u>		COURSE LEARNING OUTCOMES:		
Operational Definition of 1	LCarrii	ing Objective	Develop performance skills utilize	zing a series (	nf.
			exercises	ing a series (	<b>J</b> 1
			Discover unique processes for a	ctors to	
			approach roles		
			<ul> <li>Analyze and present a staged m</li> </ul>	oment using	
			exercises to an audience		
			Analyze and present a character fro		
Student Sampling Process	(if ap	olicable)	One section of THEA 2291 is taught ever	y fall. It is th	е
			entry level performance class for all majors		
Data Collection Point			THEA 2291		
			Acting I		
Student Performance Data	7				
		•	ds Expectations) by a Student		
Students will achieve a 10					1
Percent of Students with E	•	<u> </u>		0	%
·		<u> </u>	Expectations) by a Student		
Students wll achieve a 9-9					1
Percent of Students with F				38	%
Description of Developing		•	Not Meet) by a Student		
Students will achieve a 8-8				1	1
1 0				%	
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 %  Improvements or Changes Based on this Assessment				%
•					
Type of Planned Improvement Results are Satisfactory					
Comments on Planned Im	prove	ment Resu	ts are Satisfactory		

٨	le:	χt	Sc	hed	ш	led	1 4	Assessment

2011-3

Learning Outcome Assessment Report University of West Georgia				
Information about the Aca		Learning Outcome being assessed		
College or School	College of Arts and	d Humanities		
Academic Program	Bachelor of Arts w	ith a Major in Theatre		
Learning Outcome	Students will illust	rate awareness of the complex human co	ndition acquir	red
	through aesthetic	and intellectual perceptions as evidenced	in various mo	odes
	of theatrical produ	action.		
Semester Assessed	2012-3	2012-3		
Assessment Type or Artifa	ct Jury			
Cohort (if Applicable)	0			
Location	Carrollton Campus	3		
Operational Definition or I	earning Objective	1) The student will build a polished repe	ertoire of audi	ition
pieces.				
2) The student will develop skills in auditioning,				
		specifically in selling oneself and one?s	audition piece	es.
		3) The student will develop skills in mark	keting onesel	f as
		an actor.		
Student Sampling Process	(if applicable)	This is the only section of this course.		
Data Collection Point		THEA 4412		
		Acting III		
Student Performance Data		de Francisco Alberta		
	•	ds Expectations) by a Student	: The	
'	•	ging tactics at least once throughout audit	•	e
Actor's physicality matche		ctor is portraying and the "other" in the ro	oom is clear.	
Percent of Students with E			18	%
	<u> </u>	Expectations) by a Student	10	/0
·	·	: Actor pursues an active objective, while	changing tact	tics
	_	elationship between the character that the		lics
portraying and the "other	·		ic actor is	
Percent of Students with F			45	%
			13	1 /0
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				
•	•	Actor pursues an active objective, while cl	hanging taction	cs at
		ationship between the character that the a		

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

Degree Program: Certificate in Museum Studies Degree program Location: Atlanta History Center

Measureable Learning Outcomes for this Academic Program:

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

Learning Outcome Assessment Penert					
Learning Outcome Assessment Report University of West Georgia					
Information about the Acc	Information about the Academic Program and Learning Outcome being assessed				
College or School		College of Arts and Humanities			
Academic Program			e Certificate in Museum Studies		
Learning Outcome			plete the Museum Studies Certificate prog	gram will	
Learning Outcome			ciency in the field of museum studies in th	_	nur
		•	seum education; museum collections man		, ai
			and museum education and interpr	agement)	
Semester Assessed	2012				
Assessment Type or Artifa	ct	Portfolio			
Cohort (if Applicable)	0				
Location	Atlar	nta History Cer	nter		
Operational Definition or I		<u> </u>	Students will demonstrate a knowledge	of the theor	<u></u>
			and practice of museum professional pra	actices and w	vill
			apply this knowledge through class assig	nments and	
			practical experiences in the museum stu	dies seminar	r
			courses.		
Student Sampling Process	Student Sampling Process (if applicable)  All students in the class were assessed				
Data Collection Point HIST 6303					
Student Performance Data					
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 E				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				T 0/	
				%	
	Description of Unacceptable Performance by a Student Students will demonstration a poor knowledge of the theory and practices of the museum field through				
	-	_			_
·		-	blio, a narrative that does reveal knowledg	ge of the the	ory
of the field, and through lack of participation or					

Percent of Students with Unacceptable Performance 0 %			%	
Improvements or Changes Based on thi	Improvements or Changes Based on this Assessment			
Type of Planned Improvement Results are Satisfactory				
Comments on Planned Improvement  One change that we propose is to explain better to the student			ent	
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				
Administrative or Faculty Review of this Assessment(if applicable)				
College of Arts and Humanities				

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed					
College or School	Colle	College of Arts and Humanities				
Academic Program	Post-	Post-Baccalaureate Certificate in Museum Studies				
Learning Outcome	Stude	Students will also demonstrate an understanding of material culture as				
	evide	enced through	their ability to analyze and interpret histo	oric artifacts.	ı	
Semester Assessed	2012	-1				
Assessment Type or Artifa	ct	Project				
Cohort (if Applicable)	0					
Location	Carro	ollton Campus				
Operational Definition or I	Learnir	ng Objective	Students will read and review at least five	e sources or	ı	
			material culture scholarship, participate	in class		
			discussion about material culture schola	rship, and ap	ply	
			this knowledge to a well-written original	research es	say	
			that utilizes material culture and			
Student Sampling Process	(if app	licable)	All students researched and wrote a clas			
			that demonstrated their knowledge of n			
			In addition, they were assessed on their interpretive			
essays and class discussion of the readings.						
Data Collection Point HIST 6202						
Student Performance Data						
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						
				%		
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					'ial	
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 sulture scholarship that shows some understanding of the field						
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					
				T 0/		
Percent of Students with Developing Performance 0 %				70		
Description of Unacceptable Performance by a Student Students will prepare at write at least two adequate reviews, will not participate in class discussion, and					0 m al	
· ·			, , ,			
		_	does not show an understanding of the so	noiarsnip of	me	
field, and that does not adequately made						

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	omments on Planned Improvement There are no proposed improvements at this time.Results are		
	Satisfactory		
Next Scheduled Assessment 2014-1			
Administrative or Faculty Review of this Assessment(if applicable)			
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 <u>4-step assessment model</u> 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 <u>written assessment plan</u> 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 <u>annual program report</u> 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	This is the only program in the COE
		Newnan	delivered in Carrollton and at two
		Rome	off-site locations. The assessment
			report demonstrates that data are
			disaggregated by location. It is also
			our largest undergraduate
			program.
M.Ed.	Media (Instructional	On-Line	This master's degree program is
	Technology and Media		the only program in the COE
	Specialist)		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	MP Comprehensive
Motivation—Candidates know, understand, and	Intern Keys
use the major concepts, principles, theories, and	Seminar Portfolio
research related to development of children and	
young adolescents.	
Outcome 2: ACEI 2 Candidates know, understand,	MP Comprehensive
and use fundamental concepts in the subject	Integrated Project
matter of English language arts, science,	Intern Keys
mathematics, social studies, the arts, health and	Seminar Portfolio
physical education.	

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

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

faculty will increase	from course work.	from course work.	from course work.
emphasis on content in			
all ECED courses.			

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

<sup>\*</sup>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	Psycho-Ed Group Proposal Rubric
knowledge, skills & dispositions consistent with	Case Presentation Rubric
professional orientation & ethical practice.	Advocacy Plan Rubric
	CPCE Results
Outcome 2: Candidates will demonstrate	Career Autobiography Rubric
knowledge, skills & dispositions consistent with	Group Diversity Project Rubric
social & cultural diversity.	Advocacy Plan Rubric
	CPCE Results
Outcome 3: Candidate will demonstrate	Comprehensive School Counseling Program Rubric
knowledge, skills & dispositions consistent with	Career Autobiography Rubric
human growth & development.	Group Diversity Project Rubric
	CPCE Results
Outcome 4: Candidate will demonstrate	Comprehensive School Counseling Program
knowledge, skills & dispositions consistent with	Career Autobiography Rubric
career development.	Group Diversity Project Rubric
	CPCE Results
Outcome 5: Candidates will demonstrate	Case Approaches Rubric
knowledge, skills & dispositions consistent with	Psycho-Ed Group Proposal Rubric
helping relationships.	CPCE Results
Outcome 6: Candidate will demonstrate	Psycho-Ed Group Proposal Rubric
knowledge, skills & dispositions consistent with	CPCE Results
group work.	
Outcome 7: Candidates demonstrate knowledge,	Case Approaches Rubric
skills & dispositions consistent with assessment.	Case Presentation Rubric
	Career Autobiography Rubric
	CPCE Results
Outcome 8: Candidates will demonstrate	Advocacy Plan Rubric
knowledge, skills & dispositions consistent with	Research Report Rubric
research & program evaluation.	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

Measureable Learning Outcomes for this Academic Program:

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

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

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 strategeis 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 courselearning 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 <a href="http://www.westga.edu/coe/index-814.php">http://www.westga.edu/coe/index-814.php</a>.

## 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);
- 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

71801100	
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

- Delete course
- Add course
- Revise course
- Revise sequence
- Modify instructional strategies

**Learning Outcome Revision** 

**Program Policy or Procedure Revision** 

- 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 Cooperating Teachers

Involved 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						
Information about the Aca		Learning Outcome being assessed				
College or School	College of Education					
Academic Program	Bachelor of Educat	helor of Education with a Major in Early Childhood Education				
Learning Outcome	Outcome 2: ACEI 2	Candidates know, understand, and use for	undamental			
	concepts in the sul	bject matter of English language arts, scie	nce,			
	mathematics, socia	al studies, the arts, health and physical ed	ucation.			
Semester Assessed	2012-01					
Assessment Type or Artifa	ct Course Assig	nment				
Cohort (if Applicable)	0					
Location	Carrollton Campus					
Operational Definition or I						
Student Sampling Process	(if applicable)	All Students in ECED 3214				
Data Collection Point		ECED 3214				
Student Performance Data		de Europtations) has a Ctual-at				
Description of Exemplary I	errormance (Excee	ds Expectations) by a Student				
Percent of Students with E	Evennlary Performa	nco	0	%		
	· '	Expectations) by a Student	10	/0		
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Percent of Students with F	Proficient Performan	nce	11.32	%		
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1 0	,	, ,				
Percent of Students with [	Developing Performa	ance	88.68	%		
Description of Unacceptab	ole Performance by a	a Student				
Percent of Students with U	Jnacceptable Perfor	mance	0	%		
Improvements or Changes						
Type of Planned Improven		ing Skills, Content Knowledge, and Collab				
Comments on Planned Im	provement 1	, , , , , , , , , , , , , , , , , , , ,				
		Standard English in all assignments tha		ing		
		component (In support of QEP for the initiative).	university			
	2	. More wide-spread use of the COE Star	ndard Writin	g		
		Rubric		9		
	3	. Revised GACE Practice Test; Improved	alignment w	/ith		
		GACE content needs & content knowle	dge from co	urse		
		work.				
	4	<b>3</b> .,	•			
	_	frequency to promote collaboration ac	•			
	5	<ul> <li>Increased use of the UWG Writing Cer promote and refer candidates.</li> </ul>	iter; Agreed	ιο		
Next Scheduled Assessme	nt 2012-					
Next Scheduled Assessifie	2012	00				

Learning Outcome Assessment Report University of West Georgia						
Information about the Aca			Learning Outcome being assessed			
College or School		ege of Education				
Academic Program	Bachelor of	Educat	ion with a Major in Early Childhood Educ	ation		
Learning Outcome	Outcome 3	: ACEI 3	Candidates integrate and apply knowled	ge for instruc	ction,	
			udents, development critical thinking, pro			
			, foster active engagement in learning, an	d communica	ate	
	to foster co	llabora	tion.			
Semester Assessed	2012-08					
Assessment Type or Artifa	ct Cours	se Assig	nment			
Cohort (if Applicable)	0					
Location	Carrollton (					
Operational Definition or I						
Student Sampling Process	(if applicable	2)	All Students in ECED 3214			
Data Collection Point			ECED 3214			
Student Performance Data		/=				
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student			
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				90.33	70	
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Description of onacceptar	ne i errorina	ice by c	2 Stadent			
Percent of Students with U	Jnacceptable	Perfor	mance	0	%	
Improvements or Changes	· · · · · · · · · · · · · · · · · · ·				7.5	
Type of Planned Improven			rsity, Collaboration & Knowledge for Instr	uction		
Comments on Planned Im		1.				
			implemented based on faculty's perce			
			candidates' professional and academic	needs to fos	ter	
			collaboration, active engagement in le	arning, and		
			adaptations for diverse students.			
		2.	- 7-,	•		
			better evaluate and prepare candidate		ching	
		3.	profession and apply knowledge for in  Online Course Developments; CEPD 4		2715	
		] 3.	to foster collaboration and diverse lea		1113	
			environments from all campuses.	тть		
Next Scheduled Assessme	nt	2013-	·			
Administrative or Faculty I						
College of Education						
-0						

Learning Outcome Assessment Report University of West Georgia							
Information about the Acc			Learning Outcome being assessed				
College or School	College of Ed	ducatio	n				
Academic Program	Bachelor of I	Educat	ion with a Major in Early Childhood Educ	ation			
Learning Outcome	Outcome 2:	ACEI 2	Candidates know, understand, and use f	undamental			
	concepts in t	epts in the subject matter of English language arts, science,					
	mathematic	s, socia	ll studies, the arts, health and physical ed	lucation.			
Semester Assessed	2013-01						
Assessment Type or Artifa	ct Course	e Assigi	nment				
Cohort (if Applicable)	0						
Location	Carrollton Ca						
Operational Definition or							
Student Sampling Process	(if applicable)		All Students in ECED 3214				
Data Collection Point			ECED 3214				
Student Performance Date		·-					
Description of Exemplary	Performance (	Exceed	ds Expectations) by a Student				
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Description of Proficient P	errormance (i	vieets	expectations) by a Student				
Percent of Students with F	Proficient Perf	orman	<b>CO</b>	100	%		
Description of Developing				100	70		
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Percent of Students with [	Developing Pe	rforma	ince	0	%		
Description of Unacceptak					, -		
Percent of Students with U	Jnacceptable	Perfori	mance	0	%		
Improvements or Changes							
Type of Planned Improven	nent	Writi	ng Skills, Content Knowledge, and Collab	oration			
Comments on Planned Im	provement	1.	Adjustment in Syllabi Language; Emp	hasis on use	of		
			Standard English in all assignments tha	it have a wri	ting		
			component (In support of QEP for the	university			
		_	initiative).				
		2.	•	ndard Writir	ng		
		2	Rubric Revised GACE Practice Test; Improved	alignment	vi+h		
		3.	GACE content needs & content knowle	•			
			work.				
		4.		uality and			
			frequency to promote collaboration.	,			
		5.		<b>nter;</b> Agreed	to		
			promote and refer candidates.				
Next Scheduled Assessme	nt	2013-	08				

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School		lege of Education				
Academic Program			ion with a Major in Early Childhood Educ	ation		
Learning Outcome	Outcome 3	: ACEI 3	Candidates integrate and apply knowled	ge for instruc	ction,	
_	adapt to div	verse st	udents, development critical thinking, pro	oblem solving	g,	
			, foster active engagement in learning, an	nd communic	ate	
	to foster co	llabora	tion.			
Semester Assessed	2013-01					
Assessment Type or Artifa	ct Cours	se Assig	nment			
Cohort (if Applicable)	0					
Location	Carrollton (	Campus				
Operational Definition or I						
Student Sampling Process	(if applicable	2)	All Students in ECED 3214			
Data Collection Point			ECED 3214			
Student Performance Data						
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student			
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Percent of Students with F				100	%	
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Percent of Students with I				0	%	
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Improvements or Changes	•			10	/0	
Type of Planned Improven			rsity, Collaboration & Knowledge for Instr	ruction		
Comments on Planned Im		1.				
Comments on Hamilea in	provenient	1 -	implemented based on faculty's perce			
			candidates' professional and academic	•	ster	
			collaboration, active engagement in le			
			adaptations for diverse students.	3, 3, 3		
		2.		nplemented :	to	
			better evaluate and prepare candidate	es for the tead	ching	
			profession and apply knowledge for in			
		3.	•		3715	
			to foster collaboration and diverse lea	rning		
		06:5	environments from all campuses.			
Next Scheduled Assessme		2013-				
Administrative or Faculty I	Review of thi	s Assess	sment(if applicable)			
College of Education						

Learning Outcome Assessment Report University of West Georgia						
Information about the Acc	demic Program	n and	Learning Outcome being assessed			
College or School	College of Edu	ege of Education				
Academic Program	Bachelor of Ed	helor of Education with a Major in Early Childhood Education				
Learning Outcome	Outcome 2: A	CEI 2	Candidates know, understand, and use f	undamental		
			ject matter of English language arts, scie			
		socia	I studies, the arts, health and physical ed	lucation.		
Semester Assessed	2013-08					
Assessment Type or Artifa		Assigr	nment			
Cohort (if Applicable)	0					
Location	Carrollton Car					
Operational Definition or I		ive	All Clade de la FOED 2244			
Student Sampling Process	(ir applicable)		All Students in ECED 3214			
Data Collection Point	v		ECED 3214			
Student Performance Data		VCCCC	de Evnoctations) by a Student			
Description of exemplary i	renormance (E	xceed	Is Expectations) by a Student			
Percent of Students with E	Evemnlary Perfo	rmar	nce	0	%	
	· · ·		Expectations) by a Student	10	70	
Description of Froncient 1	errormance (ivi	ccts i	expectations, by a stadent			
Percent of Students with F	Proficient Perfo	rman	Ce .	0	%	
Description of Developing						
Percent of Students with [	Developing Perf	orma	nce	100	%	
Description of Unacceptab						
Percent of Students with U	Jnacceptable Po	erforr	mance	0	%	
Improvements or Changes	Based on this A	Assess	sment			
Type of Planned Improven	nent	Writir	ng Skills, Content Knowledge, and Collab	oration		
Comments on Planned Im	provement	1.	Adjustment in Syllabi Language; Empl	nasis on use	of	
			Standard English in all assignments that		ting	
			component (In support of QEP for the	university		
		2	initiative).	ndard \A/ritin	.~	
		2.	More wide-spread use of the COE Sta Rubric	ııuaru Writir	เล	
		3.		l alignment v	vith	
		٥.	GACE content needs & content knowled	_		
			work.	-		
		4.	<b>3.</b> ,	uality and		
			frequency improving collaboration.			
		5.	Increased use of the UWG Writing Ce	<b>nter;</b> Agreed	to	
N . C			promote and refer candidates.			
Next Scheduled Assessme	nt 2	2014-0	U1			

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School		ege of Education					
Academic Program	Bachelor of	Educat	ion with a Major in Early Childhood Educ	ation			
Learning Outcome	Outcome 3	: ACEI 3	Candidates integrate and apply knowled	ge for instruc	ction,		
			udents, development critical thinking, pr				
			, foster active engagement in learning, ar	nd communica	ate		
	to foster co	llabora	tion.				
Semester Assessed	2013-08						
Assessment Type or Artifa	ct Cours	se Assig	nment				
Cohort (if Applicable)	0						
Location	Carrollton (						
Operational Definition or I							
Student Sampling Process	(if applicable	2)	All Students in ECED 3214				
Data Collection Point			ECED 3214				
Student Performance Data		<u> </u>					
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student				
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Percent of Students with Exemplary Performance 0  Description of Proficient Performance (Meets Expectations) by a Student				%			
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				10	70		
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Percent of Students with [	Develoning P	erforma	ance	100	%		
Description of Unacceptab				100	1 /0		
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Percent of Students with U	Jnacceptable	Perfor	mance	0	%		
Improvements or Changes					, -		
Type of Planned Improven			rsity, Collaboration & Knowledge for Instr	uction			
Comments on Planned Im		1.					
·			implemented based on faculty's perce	ption of			
			candidates' professional and academic	needs to fos	iter		
			collaboration, active engagement in le	arning, and			
			adaptations for diverse students.				
		2.	-,-,	•			
			better evaluate and prepare candidate		cning		
		3.	<ul><li>profession and apply knowledge for in</li><li>Online Course Developments; CEPD 4</li></ul>		₹71⊑		
		] 3.	to foster collaboration and diverse lea		1713		
			environments from all campuses.				
Next Scheduled Assessme	nt	2014-	·				
Administrative or Faculty I							
College of Education							
-0							

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School	College of						
Academic Program		chelor of Education with a Major in Early Childhood Education					
Learning Outcome	Outcome	3: ACEI 3	Candidates integrate and apply knowled	ge for instruc	tion,		
	adapt to d	iverse st	udents, development critical thinking, pr	oblem solving	3,		
	performar	ormance skills, foster active engagement in learning, and communicate					
		oster collaboration.					
Semester Assessed	2012-01						
Assessment Type or Artifa	1	rse Assig	nment				
Cohort (if Applicable)	0						
Location	Carrollton						
Operational Definition or I		-					
Student Sampling Process	(if applicab	le)	All Students in ECED 4251				
Data Collection Point			ECED 4251				
Student Performance Data							
Description of Exemplary I	Performanc	e (Excee	ds Expectations) by a Student				
Danas at af Ct. I anta with E	Percent of Students with Exemplary Performance 68.94 %						
				68.94	%		
Description of Proficient P	eriormance	(ivieets	Expectations) by a Student				
Percent of Students with Proficient Performance 25.0 %							
Description of Developing				23.0	/0		
Description of Developing	Periorilari	Le (Dues	Not Meet, by a Student				
Percent of Students with [	Develoning	Performa	ance	3.79	%		
Description of Unacceptab				3.73	1 /0		
Description of Grideoepeak	ore r errorini	41100 07 0	. Gradent				
Percent of Students with U	Jnacceptab	le Perfor	mance	2.27	%		
Improvements or Changes							
Type of Planned Improven			rsity, Collaboration & Knowledge for Instr	ruction			
Comments on Planned Im	provement		Addition of Brown Bag Lunches; Creat				
			implemented based on faculty's perce	ption of			
			candidates' professional and academic	needs to fos	ter		
			collaboration, active engagement in le	arning, and			
			adaptations for diverse students.				
		2.	Adoption of Intern Keys; Adopted & ir	•			
			better evaluate and prepare candidate		ching		
		2	<ul><li>profession and apply knowledge for in</li><li>Online Course Developments; CEPD 4</li></ul>		715		
		3	to foster collaboration and diverse lea		1113		
			environments from all campuses.	g			
Next Scheduled Assessme	nt	2012-	·				
Administrative or Faculty I							
College of Education			.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School	College of E	ducatio	on				
Academic Program	Bachelor of	nelor of Education with a Major in Early Childhood Education					
Learning Outcome	Outcome 4	ome 4: ACEI 4 Candidates know, understand, and use formal and					
	informal as	rmal assessment strategies to plan, evaluate and strengthen instruction					
Semester Assessed	2012-01						
Assessment Type or Artifa	ct Cours	se Assig	nment				
Cohort (if Applicable)	0						
Location	Carrollton (	Campus					
Operational Definition or I	earning Obje	ective					
Student Sampling Process	(if applicable	e)	All Students in ECED 4251				
Data Collection Point			ECED 4251				
Student Performance Data							
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student				
				-			
Percent of Students with E				68.94	%		
Description of Proficient P	erformance (	(Meets	Expectations) by a Student				
Percent of Students with F				25.0	%		
Description of Developing	Performance	e (Does	Not Meet) by a Student				
		•			1		
Percent of Students with D				3.79	%		
Description of Unacceptab	le Performai	nce by a	a Student				
Daysont of Ctudents with 1	المحممهما	Douton		2 27	10/		
Percent of Students with L	· · · · · · · · · · · · · · · · · · ·			2.27	%		
Improvements or Changes							
Type of Planned Improven			ssment Strategies	مانال ممرمانام	+		
Comments on Planned Improvement  1. 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.  2. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction.  3. 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					en ies. I to		
Administrative or Faculty I	Review of this	S Assess	sment(if applicable)				
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	llege of Education					
Academic Program	Bachelor o	f Educat	ion with a Major in Early Childhood Educa	ation			
Learning Outcome			Candidates know, understand, and use for				
		ssessme	nt strategies to plan, evaluate and streng	then instructi	on		
Semester Assessed	2012-08						
Assessment Type or Artifa	ct Cou	se Assig	nment				
Cohort (if Applicable)	0						
Location	Carrollton						
Operational Definition or I							
Student Sampling Process	(if applicab	e)	All Students in ECED 4251				
Data Collection Point			ECED 4251				
Student Performance Data							
Description of Exemplary I	Performanc	e (Excee	ds Expectations) by a Student				
				T	1		
Percent of Students with E				79.43	%		
Description of Proficient P	erformance	(Meets	Expectations) by a Student				
Danage of Charles and a with E	)f:.:t D.	<b>.</b>		15.70	Ι ο/		
Percent of Students with F				15.79	%		
Description of Developing	Performand	e (Does	Not Meet) by a Student				
Percent of Students with [	Developing I	Parforma	anca	4.31	%		
Description of Unacceptab				4.31	/0		
Description of onacceptar	ic i citorina	ince by a	Judaciii				
Percent of Students with U	Jnacceptab	e Perfor	mance	.48	%		
Improvements or Changes							
Type of Planned Improven							
Comments on Planned Improvement  1. 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.  2. Adoption of Intern Keys; Adopted & implemented to better evaluate and prepare candidates for the teachir profession and apply knowledge for instruction.  3. 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.					n es. to		
Next Scheduled Assessme		2013-					
Administrative or Faculty I	Review of th	is Assess	sment(if applicable)				
College of Education							

	Learning Outcome Assessment Report University of West Georgia					
Information about the Aca			Learning Outcome being assessed			
College or School	College of E	ducatio	on			
Academic Program	Bachelor of	Educat	ion with a Major in Early Childhood Educa	tion		
Learning Outcome	Outcome 4:	ACEI 4	Candidates know, understand, and use fo	rmal and		
	informal ass	sessme	nt strategies to plan, evaluate and strengt	hen instruction	on	
Semester Assessed	2013-01					
Assessment Type or Artifa	ct Cours	e Assig	nment			
Cohort (if Applicable)	0					
Location	Carrollton C	Campus				
Operational Definition or I	earning Obje	ective				
Student Sampling Process	(if applicable	)	All Students in READ 4251			
Data Collection Point			READ 4251			
Student Performance Data	1					
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student			
Percent of Students with E	xemplary Pe	rformaı	nce	75	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
Percent of Students with F	Proficient Per	forman	ice	25	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Percent of Students with D				0	%	
Description of Unacceptab	ole Performar	nce by a	a Student			
Percent of Students with U				0	%	
Improvements or Changes						
Type of Planned Improven		Asses	ssment Strategies			
Comments on Planned Im	provement	1.		•		
		better evaluate and prepare candidates for the teaching				
Nove Cobody Is al Assessment		2042	profession and apply knowledge for ins	truction.		
Next Scheduled Assessme		2013-				
Administrative or Faculty I	review of this	Assess	sment(IJ аррисаріе)			
College of Education						

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	idemic Progra	ım and	Lear	ning Outcome being assessed			
College or School	College of E	ollege of Education					
Academic Program	Bachelor of	Educat	ion w	rith a Major in Early Childhood Educ	ation		
Learning Outcome				lidates understand and apply practi			
				f developing career teachers, includ	-		
		and col	labor	ation with families, colleagues, and	the commu	nity.	
Semester Assessed	2013-01	- ^:-					
Assessment Type or Artifa		e Assig	nmer	ıt			
Cohort (if Applicable)	O Compolitors C						
Location	Carrollton C						
Operational Definition or I Student Sampling Process			ΛΠ	Students in READ 4251			
Data Collection Point	(ii applicable	J		D 4251			
Student Performance Date	y		ΝĒΡ	42J1			
Description of Exemplary		(Exceed	ls Fyi	nectations) by a Student			
Description of Exemplary	CHOIMANCE	LACCE	72 LV	occurrency by a staucht			
Percent of Students with E	xemplary Per	formar	nce		75	%	
Description of Proficient P				ctations) by a Student	1.5	,,,	
				, , , , , , , , , , , , , , , , , , , ,			
Percent of Students with F	Proficient Per	forman	ce		25	%	
Description of Developing	Performance	(Does	Not I	Meet) by a Student	_		
		-					
Percent of Students with [	Developing Pe	rforma	nce		0	%	
Description of Unacceptak	ole Performan	ice by a	Stuc	lent			
Percent of Students with L	· · · · · · · · · · · · · · · · · · ·				0	%	
Improvements or Changes							
Type of Planned Improven		Profe		al Development & Community Colla			
Comments on Planned Im	provement		1.	More focused use of the Departm			
				Professional Growth Plan (PGP);	_	and	
				Teaching Departmental PGP is use			
			2	effectively and implemented more			
			۷.	Addition of Brown Bag Lunches; C implemented based on faculty's p			
				candidates' professional and acad	-	0	
				foster collaboration, active engage			
				and professional development wit		-01	
			3.	Participation on the Math Clinic;	-		
				candidates participate in assessing	g and providi	ng	
				remedial instruction to K-5 studen			
				strengthen community efforts and	-	I	
				development outside a traditional	classroom		
			4	setting.	0:	اممد	
			4.	Adoption of Intern Keys; Adopted	& implemer	ited	

	to better evaluate and prepare candidates for the profession through reflective teaching practices.  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.					
Next Scheduled Assessment	2013-08					
Administrative or Faculty Review of this Assessment(if applicable)						
College of Education						

Learning Outcome Assessment Report University of West Georgia							
Information about the Acc	Information about the Academic Program and Learning Outcome being assessed						
College or School	College of Ed	ege of Education					
Academic Program	Bachelor of	Educat	ion with a Major in Early Childhood Education				
Learning Outcome			Candidates know, understand, and use formal and nt strategies to plan, evaluate and strengthen instruc	tion			
Semester Assessed	2013-08	CSSITIC	int strategies to plan, evaluate and strengthen instruc	tion			
Assessment Type or Artifa		e Assig	nment				
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or I							
Student Sampling Process	(if applicable)	)	All Students in READ 4251				
Data Collection Point			READ 4251				
Student Performance Data	1						
Description of Exemplary I	Performance (	(Exceed	ds Expectations) by a Student				
Percent of Students with E	xemplary Per	forma	nce 100	%			
Description of Proficient P	erformance (I	Meets	Expectations) by a Student				
Percent of Students with F				%			
Description of Developing	Performance	(Does	Not Meet) by a Student				
Percent of Students with [				%			
Description of Unacceptat	ole Performan	ce by a	a Student				
D		<b>D</b> (		10/			
Percent of Students with L				%			
Improvements or Changes							
Type of Planned Improven			ssment Strategies				
Comments on Planned Im	provement	<ol> <li>Adoption of Intern Keys; Adopted &amp; implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction</li> </ol>					
Next Scheduled Assessme	nt	2014-					
Administrative or Faculty I	Review of this	Assess	sment(if applicable)				
College of Education			., .,				

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	idemic Progra	am and	Lear	ning Outcome being assessed			
College or School	College of E	ollege of Education					
Academic Program	Bachelor of	Educat	ion w	rith a Major in Early Childhood Educ	ation		
Learning Outcome				lidates understand and apply praction			
				f developing career teachers, includ	-		
		and col	labor	ation with families, colleagues, and	the commu	nity.	
Semester Assessed	2013-08						
Assessment Type or Artifa		e Assig	nmer	ıt			
Cohort (if Applicable)	O Courallton C						
Location	Carrollton C		I				
Operational Definition or I Student Sampling Process			ΛΠG	Students in READ 4251			
Data Collection Point	(п аррпсавіе	1		D 4251			
Student Performance Data	y		NEP	42J1			
Description of Exemplary I		(Exceed	ls Fyi	nectations) by a Student			
Description of Exemplary I	CHOIMANCE	LEACER	45 EV	occurrency by a student			
Percent of Students with E	xemplary Pe	rformar	nce		100	%	
Description of Proficient P				ctations) by a Student	1 -00	,,,	
,	,		•	, ,			
Percent of Students with F	Proficient Per	forman	ce		0	%	
Description of Developing	Performance	(Does	Not I	Meet) by a Student		·	
Percent of Students with [	Developing Pe	erforma	nce		0	%	
Description of Unacceptab	ole Performan	nce by a	Stuc	lent			
Percent of Students with L	•				0	%	
Improvements or Changes							
Type of Planned Improven		Profe		al Development & Community Colla			
Comments on Planned Im	provement		1.	More focused use of the Departm			
				Professional Growth Plan (PGP);	_	and	
				Teaching Departmental PGP is use effectively and implemented more			
			2	Addition of Brown Bag Lunches; C			
			۷.	implemented based on faculty's po			
				candidates' professional and acade	-	0	
				foster collaboration, active engage			
				and professional development wit		J.	
			3.	Participation on the Math Clinic;	-		
				candidates participate in assessing	•	_	
				remedial instruction to K-5 studen			
				strengthen community efforts and	-	I	
				development outside a traditional	classroom		
			Л	setting.  Adaption of Intern Kovs: Adapted	9. implama	n+04	
			4.	Adoption of Intern Keys; Adopted	∝ implemer	ited	

	5.	to better evaluate and prepare candidates for the profession through reflective teaching practices.  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.				
Next Scheduled Assessment	2014-01					
Administrative or Faculty Review of this Assessment(if applicable)						
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								
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed							
College or School		llege of Education						
Academic Program	Bachelor of	chelor of Education with a Major in Early Childhood Education						
Learning Outcome	Outcome 2:	ACEI 2	Candidates know, understand, and use f	undamental				
	•		pject matter of English language arts, scie					
		s, socia	al studies, the arts, health and physical ec	lucation.				
Semester Assessed	2013-01							
Assessment Type or Artifa		e Assig	nment					
Cohort (if Applicable)	0							
Location	Newnan Car		<u> </u>					
Operational Definition or I			All Children in ECED 2214					
Student Sampling Process	(іт арріісаріе	<u> </u>	All Students in ECED 3214					
Data Collection Point Student Performance Data			ECED 3214					
		/Evcoor	ds Expectations) by a Student					
Description of Exemplary i	Periormance	(Exceed	as expectations) by a student					
Percent of Students with E	vemnlary Pei	rformar	nce	0	%			
			Expectations) by a Student	10	70			
Description of Frontiere (	errormance (	TVICCUS I	expectations, by a stadent					
Percent of Students with F	roficient Per	forman	ce	58.33	%			
Description of Developing								
		,	, ,					
Percent of Students with [	Developing Pe	erforma	ince	41.67	%			
Description of Unacceptab								
Percent of Students with U	Jnacceptable	Perfori	mance	0	%			
Improvements or Changes	Based on this	s Assess	sment					
Type of Planned Improven	nent	Writi	ng Skills, Content Knowledge, and Collab	oration				
Comments on Planned Im		1. 2. 3.	Standard English in all assignments that component (In support of QEP for the initiative).  More wide-spread use of the COE Stan Rubric  Revised GACE Practice Test; Improved GACE content needs & content knowled work.  Modified Block Meetings; Increased of frequency in addition to collaborative campuses (Carrollton & Rome).	at have a writuniversity  Indard Writin  I alignment wedge from couldity and	ng vith urse			
Next Scheduled Assessme		2013-						
Administrative or Faculty I	Review of this	Assess	ment(if applicable)					
College of Education								

Learning Outcome Assessment Report							
Information object the Acc		sity of West Georgia					
		Learning Outcome being assessed					
College or School	College of Education		- <b>+</b> :				
Academic Program		tion with a Major in Early Childhood Educa					
Learning Outcome		ៃCandidates integrate and apply knowledរូ :udents, development critical thinking, pro	-				
	•	, foster active engagement in learning, an	_				
	to foster collabora	·	a communica				
Semester Assessed	2013-01						
Assessment Type or Artifa	ct Course Assig	nment					
Cohort (if Applicable)	0						
Location	Newnan Campus						
Operational Definition or I	earning Objective						
Student Sampling Process	(if applicable)	All Students in ECED 3214					
Data Collection Point		ECED 3214					
Student Performance Data	1						
Description of Exemplary I	Performance (Excee	ds Expectations) by a Student					
			1				
Percent of Students with E			0	%			
Description of Proficient P	erformance (Meets	Expectations) by a Student					
			I = 0 00	Lac			
Percent of Students with F			58.33	%			
Description of Developing	Performance (Does	Not Meet) by a Student					
Percent of Students with [	Develoning Perform	ance	41.67	%			
Description of Unacceptab			11.07	1 /0			
Percent of Students with U	Jnacceptable Perfor	mance	0	%			
Improvements or Changes	Based on this Asses	sment					
Type of Planned Improven	nent Dive	rsity, Collaboration & Knowledge for Instr	uction				
Comments on Planned Im	provement 1	. Adoption of Intern Keys; Adopted & ir	mplemented	to			
		better evaluate and prepare candidate		hing			
		profession and apply knowledge for ins					
	2	Online Course Developments; CEPD 41		715			
		to foster collaboration and diverse learning					
Next Scheduled Assessme	nt 2013	environments from all campuses.					
Administrative or Faculty I							
College of Education	Teview of this Asses.	Smericij applicabiej					
Concest 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								
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed							
College or School	College of Ed	llege of Education						
Academic Program	Bachelor of I	chelor of Education with a Major in Early Childhood Education						
Learning Outcome	Outcome 2 (	ACEI 2	): Candidates know, understand, and use	fundamenta	al			
	•		oject matter of English language arts, scie					
		s, socia	al studies, the arts, health and physical ed	lucation.				
Semester Assessed	2012-08							
Assessment Type or Artifa		e Assig	nment					
Cohort (if Applicable)	0							
Location	Rome Camp							
Operational Definition or I								
Student Sampling Process	(if applicable)		All Students in ECED 3214					
Data Collection Point			ECED 3214					
Student Performance Data		/ <del>-</del>						
Description of Exemplary I	Performance (	Exceed	ds Expectations) by a Student					
Decree of Co. decree 2th 5	· l D	· C - · · · · ·			10/			
Percent of Students with E				0	%			
Description of Proficient P	eriormance (i	vieets	Expectations) by a Student					
Percent of Students with F	Proficient Dorf	orman		57.5	%			
Description of Developing				37.3	/0			
Description of Developing	Periormance	(DOES	Not Meet) by a Student					
Percent of Students with [	)eveloning Pe	rforma	ance	42.5	%			
Description of Unacceptab				TZ.3	70			
Description of Grideceptar	ne i errorman	<u> </u>	. Ottadelite					
Percent of Students with U	Jnacceptable	Perfori	mance	0	%			
Improvements or Changes	<u>.</u>							
Type of Planned Improven			ng Skills, Content Knowledge, and Collab	oration				
Comments on Planned Im		1.	Adjustment in Syllabi Language; Emp	hasis on use				
			Standard English in all assignments the component (In support of QEP for the		ung			
			initiative).	university				
		2.		ndard Writin	ıg			
			Rubric		Ü			
		3.	Revised GACE Practice Test; Improved	l alignment w	vith			
			GACE content needs & content knowle	edge from co	urse			
			work.					
		4.	, , , , , , , , , , , , , , , , , , ,	•				
			frequency in addition to collaborative	efforts with o	other			
Nort Calcadul - I A	-1	2042	campuses (Carrollton & Newnan).					
Next Scheduled Assessme		2013-						
Administrative or Faculty I	review of this	Assess	тепції арріісавіе)					
College of Education								

Learning Outcome Assessment Report							
Information about the Acc		sity of West Georgia Learning Outcome being assessed					
College or School	College of Education						
Academic Program	ŭ	ion with a Major in Early Childhood Educa	ation				
Learning Outcome		Candidates integrate and apply knowledge		tion			
Learning Outcome		rudents, development critical thinking, pro					
		, foster active engagement in learning, and	_				
	to foster collabora						
Semester Assessed	2012-08						
Assessment Type or Artifa	ct Course Assig	nment					
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					
Student Performance Data	7						
Description of Exemplary	Performance (Excee	ds Expectations) by a Student					
Percent of Students with E			0	%			
Description of Proficient P	erformance (Meets	Expectations) by a Student					
			ı				
Percent of Students with F			57.5	%			
Description of Developing	Performance (Does	Not Meet) by a Student					
			l .o =				
Percent of Students with [			42.5	%			
Description of Unacceptat	ole Performance by a	a Student					
Danasat of Charlente with 1	Innersantala Daufau		Lo	0/			
Percent of Students with Umprevements or Changes	<u> </u>		0	%			
Improvements or Changes Type of Planned Improven		rsity, Collaboration & Knowledge for Instru	uction				
Comments on Planned Im		. Adoption of Intern Keys; Adopted & in					
Comments on Flamed IIII	provement	better evaluate and prepare candidate.	•				
		profession and apply knowledge for ins		6			
	2	. Online Course Developments; CEPD 41		715			
		to foster collaboration and diverse learning					
		environments from all campuses.					
Next Scheduled Assessme	nt 2013-	-01					
Administrative or Faculty	Review of this Assess	sment(if applicable)					
College of Education							

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School	College of E	llege of Education					
Academic Program	Bachelor of	chelor of Education with a Major in Early Childhood Education					
Learning Outcome	Outcome 2:	ACEI 2	Candidates know, understand, and use f	undamental			
	concepts in	the sub	oject matter of English language arts, scie	nce,			
		s, socia	al studies, the arts, health and physical ed	lucation.			
Semester Assessed	2013-08						
Assessment Type or Artifa	ct Cours	e Assig	nment				
Cohort (if Applicable)	0						
Location	Rome Camp						
Operational Definition or I							
Student Sampling Process	(if applicable	)	All Students in ECED 3214				
Data Collection Point			ECED 3214				
Student Performance Data							
Description of Exemplary F	Performance	(Exceed	ds Expectations) by a Student				
		_		I -	1		
Percent of Students with E				0	%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
D		r		40.00	0/		
Percent of Students with F				18.33	%		
Description of Developing	Performance	(Does	Not Meet) by a Student				
Daysont of Ctudents with F	Davidonina Da	. uf a		01.67	0/		
Percent of Students with Description of Unacceptable				81.67	%		
Description of Unacceptab	ne Periormar	ice by a	Student				
Percent of Students with L	Inaccontable	Dorfor	manco	0	%		
Improvements or Changes	<u> </u>			10	/0		
Type of Planned Improven			ng Skills, Content Knowledge, and Collabo	nration			
Comments on Planned Improven			Adjustment in Syllabi Language; Emph		nf.		
Comments on Flammed imp	provement	1.	Standard English in all assignments tha				
			component (In support of QEP for the		6		
			initiative).	,			
		2.		ndard Writin	ıg		
			Rubric				
		3.	, ,	-			
			GACE content needs & content knowle	edge from co	urse		
		_	work.				
		4.	, , , , , , , , , , , , , , , , , , ,	•	ما 4 م		
			frequency in addition to collaborative campuses (Carrollton & Newnan).	errorts with (	otner		
Next Scheduled Assessmen	nt	2014-					
Administrative or Faculty I							
College of Education	review of tills	ASSESS	тенціј иррпсивіе)				
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 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 I	earning Objective								
Student Sampling Process	(if applicable)	All Students in ECED 3214							
Data Collection Point		ECED 3214							
Student Performance Data	1								
Description of Exemplary I	Performance (Excee	ds Expectations) by a Student							
Percent of Students with Exemplary Performance  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 Perform	ance	81.67	%					
Description of Unacceptab									
Percent of Students with U	Jnacceptable Perfor	mance	0	%					
Improvements or Changes Based on this Assessment									
Type of Planned Improven									
Comments on Planned Im		<ol> <li>Adoption of Intern Keys; Adopted &amp; implemented to better evaluate and prepare candidates for the teaching profession and apply knowledge for instruction.</li> <li>Online Course Developments; CEPD 4101 &amp; SPED 3715 to foster collaboration and diverse learning environments from all campuses.</li> </ol>							
Next Scheduled Assessme									
Administrative or Faculty Review of this Assessment(if applicable)									
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 3: ACEI 3 Candidates integrate and apply knowledge for instruction,								
zearring outcome	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 I	Learning Object	tive							
Student Sampling Process	(if applicable)		All Students in ECED 4251						
Data Collection Point			ECED 4251						
Student Performance Data									
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									
					T				
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					%				
Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student				10	/0				
Description of offacceptar	ne remormanc	LE Dy a	Student						
Percent of Students with I	Inaccentable F	Perfori	mance	0	%				
Percent of Students with Unacceptable Performance 0 %  Improvements or Changes Based on this Assessment									
Type of Planned Improvement Diversity, Collaboration & Knowledge for Instruction									
Comments on Planned Im									
,	better evaluate and prepare candidates for the teaching								
		profession and apply knowledge for instruction.							
	2. Online Course Developments; CEPD 4101 & SPED 3715								
		to foster collaboration and diverse learning							
		environments from all campuses.							
Next Scheduled Assessment 2013-01									
Administrative or Faculty Review of this Assessment(if applicable)									
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 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 Artifa	ct Course Assignment								
Cohort (if Applicable)	0								
Location	Rome Camp	Rome Campus							
Operational Definition or I	Operational Definition or Learning Objective								
Student Sampling Process (if applicable)			All Students in ECED 4251						
Data Collection Point			ECED 4251						
Student Performance Data	7								
Description of Exemplary Performance (Exceeds Expectations) by a Student									
Percent of Students with Exemplary Performance					%				
Description of Proficient P	erformance (	Meets I	Expectations) by a Student						
				_					
Percent of Students with Proficient Performance					%				
Description of Developing Performance (Does Not Meet) by a Student									
Percent of Students with Developing Performa				0	%				
Description of Unacceptat	ole Performar	nce by a	i Student						
Dorsont of Ctudents with L	Inaccontable	Dorfor	mana	0	%				
Percent of Students with U	<u>`</u>			Į U	%				
Improvements or Changes		T							
Type of Planned Improven		Assessment Strategies							
Comments on Planned Improvement		<ol> <li>Adoption of Intern Keys; Adopted &amp; implemented to better evaluate and prepare candidates for the teaching</li> </ol>							
			profession and apply knowledge for in:		Jillig				
		2. 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 2			01						
Administrative or Faculty Review of this Assessment(if applicable)									
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					
Information about the Academic Program and Learning Outcome being assessed					
College or School College of Education					
Academic Program	Mas	ter of Educatio	on with a Major in Media (School Library N	⁄ledia)	
Learning Outcome	Cano	lidates demon	strate professional dispositions and ethic	5.	
Semester Assessed	2013	B-1			
Assessment Type or Artifa	ct	Portfolio			
Cohort (if Applicable)	0				
Location	Onli	ne			
Operational Definition or I	_earni	ng Objective	Candidates demonstrate the potential for	or establishir	าg
			connections to other libraries, and the l	arger library	
community for resource sharing, networking, and					
			developing common policies and proced	dures; model	,
			share and promote ethical and legal pri	nciples o	
Student Sampling Process	Student Sampling Process (if applicable)  All candidates complete this assessment during their last				r last
semester in the program.					
Data Collection Point			Candidates submit portfolios electronically using their		
			UWG webspace and Tk20		
Student Performance Data	1				
Description of Exemplary I	Perfor	mance (Exceed	ds Expectations) by a Student		
Candidates: * Collaborate	with	educators and	other stakeholders in professional development	opment activ	ities
_	opme	nt and school	improvement processes in support of stu	dent	
achievement.					
* Model and promote effic					,
Percent of Students with E				51	%
•		<u> </u>	Expectations) by a Student		
		•	ipate in professional learning activities re		•
	sure a	II members of	the learning community become effective	e users of ide	eas
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.		±1.			
* Acknowledge and under				<del> </del>	Ta/
Percent of Students with Developing Performance 7 %					
Description of Unacceptable Performance by a Student  Candidates are NOT able to: * Collaborate with other professionals.					
Candidates are NOT able t	o: * C	ollaborate witl	n otner protessionals.		

* Positively and productively direct or advocate for a school library program.			
* Acknowledge and understand the eth	ical principles and standards of their profession.		
Percent of Students with Unacceptable	Performance	0	%
Improvements or Changes Based on thi	s Assessment		
Type of Planned Improvement	Results are Satisfactory		
Comments on Planned Improvement	the majority of the candidates met or exceeded	dassessment	
	criteria, but program and curriculum will be rev	viewed annua	ally
	to identify needed changes In reviewing all of	f the assessm	ent
	data (not just the exit data) for Summer 2012, F	Fall 2012, and	k
	SpringResults are Satisfactory		
Next Scheduled Assessment	2014-1		
Administrative or Faculty Review of this Assessment(if applicable)			
College of Education			

University of West Georgia  Information about the Academic Program and Learning Outcome being assessed  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)  Operational Definition or Learning Objective  Operational Definition or Learning Objective  Including those with diverse learning styles, abilities, and needs; work with classroom teachers to coplan, coteach, and coassess informat  Student Sampling Process (if applicable)  Data Collection Point  Candidates submit portfolios electronically using their UWG webspace and Tk20.  Student Performance Data  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 (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.  Percent of Students with 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.  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Candidates: "Promote or support reading through the use of literature.  Piorect reading instruction or collection development that meets the needs of all read	Learning Outcome Assessment Report					
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 students.  Semester Assessed 2013-1  Assessment Type or Artifact Portfolio Cohort (if Applicable) 0  Operational Definition or Learning Objective 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 submit portfolios electronically using their UWG webspace and Tk20.  Student Performance Data  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 (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 (Meets Expectations) 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 by a Student Candidates: * Promote or support reading.  * Direct reading instruction or collection development.	Information about the Aco	idemii		•		
Academic Program   Master of Education with a Major in Media (School Library Media)	•	· · · · · · · · · · · · · · · · · · ·				
Candidates develop, implement, and evaluate learning opportunities for all students.    Semester Assessed   2013-1					Media)	
Semester Assessed 2013-1  Assessment Type or Artifact Portfolio  Cohort (if Applicable) 0  Operational Definition or Learning Objective members of the learning of all students and other members of the learning environment or 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.  Student Performance Dato  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 (Meets Expectations) by a Student  Candidates: * Integrate emerging technologies into instruction that reinforces the skills, dispositions, responsibilities, and self assessments in AASI. Standards for the 21st Century Learner and state standards that support student achievement.  * Promot  Percent of Students with Proficient 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 by a Student  Candidates: * Promote or support reading through the use of literature.  * Direct reading instruction or collection development hat meets the needs of all readers.  Percent of Students with Developing Performance by a Student  Candidates are NOT able to: * Promote or support reading.  * Direct reading instruction or collection development.				•	-	all
Assessment Type or Artifact   Portfolio   Cohort (if Applicable)   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.  Student Performance Data  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 (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 (Does Not Meet) by a Student  Candidates: * Promote or support reading through the use of literature.  * Dierct reading instruction or collection development that meets the needs of all readers.  Percent of Students with Developing Performance by a Student  Candidates are NOT able to: * Promote or support reading.  * Direct reading instruction or collection development.	Learning Outcome	l	,	p, implement, and evaluate learning oppo	realities for	un
Cohort (if Applicable)  Location  Online  Operational Definition or Learning Objective  Operation Objection Objection Definition  Operational Definition or Learning Objective Including Student  Operational Definition or Learning Objective Including Student  Operational Definition or Learning Objective Including Student  Operational Definition or Learning Objective Including Earning Student  Operational Definition Operation Definition Definition Definition Operation Definition Definition Definition Operation Definition Definition Definition Definition Definition Operation Definition Definition Definition Definition Definition Operation Definition De	Semester Assessed	2013	3-1			
Coardion	Assessment Type or Artifa	ct	Portfolio			
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* Promot  Percent of Students with Proficient Performance	_	_	-		•	ν,
* Promot  Percent of Students with Proficient Performance  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  Description of Unacceptable Performance by a Student  Candidates are NOT able to: * Promote or support reading.  * Direct reading instruction or collection development.	'			Standards for the 21st Century Learner an	u state	
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* Direct reading instruction or collection development that meets the needs of all readers.  Percent of Students with Developing Performance  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 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.			_	_	ers.	
Description of Unacceptable Performance by a Student  Candidates are NOT able to: * Promote or support reading.  * Direct reading instruction or collection development.				<u>'</u>	1	%
* Direct reading instruction or collection development.		Description of Unacceptable Performance by a Student				
* Direct reading instruction or collection development.	Candidates are NOT able t	Candidates are NOT able to: * Promote or support reading.				
Percent of Students with Unacceptable Performance 0 %						
	%					

Improvements or Changes Based on thi	Improvements or Changes Based on this Assessment		
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		
Administrative or Faculty Review of this Assessment(if applicable)			
College of Education			

Learning Outcome Assessment Report					
Information about the Acc	University of West Georgia				
Information about the Academic Program and Learning Outcome being assessed  College or School College of Education					
				Andia)	
Academic Program		aster of Education with a Major in Media (School Library Media) Indidates demonstrate content, pedagogical, and professional knowledge			
Learning Outcome		skills.	istrate content, pedagogical, and profession	mai Knowieu	ge
Semester Assessed					
Assessment Type or Artifa		Portfolio			
Cohort (if Applicable)	0	1 ortrono			
Location	Onli	ne			
Operational Definition or I			Candidates model strategies to locate, e	valuate and i	use
			information for specific purposes; Candi		
			major trends in reading material for child		•
			Candidates identify barriers to equitable	•	,
	resources and services; Candidates				
Student Sampling Process	(if ap	plicable)	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		
Student Performance Data	ד				
Description of Exemplary I	Perfor	mance (Excee	ds Expectations) by a Student		
Candidates: * Use a variet	y of re	esearch strateg	gies to create new knowledge and improve	e practice in	
school libraries.					
			a and information to contribute to and lea	d school	
improvement and profess		<u> </u>		T	Т
Percent of Students with Exemplary Performance 40 %				%	
•		<u> </u>	Expectations) by a Student		
		_	ners and learning by collaborating with ot		s to
	•	_	tyles, need, interests and abilities of all st	udents.	
* 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 I				4	%
Description of Unacceptal				<del>'</del>	<u> </u>
		•		or of instructi	onal
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.					
manage resources, services and programming in support of 1 12 stauchts.					

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

	Learning Outcome Assessment Report				
University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School		ollege of Education			
Academic Program	Mas	ter of Educatio	on with a Major in Media (School Library M	1edia)	
Learning Outcome			strate ability to serve needs of diverse po	pulations	
		ıding special n	eeds.		
Semester Assessed	2013	3-1			
Assessment Type or Artifa	ct	Portfolio			
Cohort (if Applicable)	0				
Location	Onli	ne			
Operational Definition or	Learni	ng Objective	Candidates select, analyze, evaluate, and	d organize pr	int,
			nonprint, and electronic resources using	professional	
			selection tools and evaluation criteria to	develop a	
			quality collection designed to meet dive	rse curricular	•
and personal needs; develop and eva					
Student Sampling Process	(if ap	plicable)	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.		
Student Performance Data	ד				
Description of Exemplary	Perfor	mance (Excee	ds Expectations) by a Student		
=	_	_	s into a variety of instructional strategies t		
= -	erests	, and ability of	all students to inquire, think critically, and	l gain and cre	eate
knowledge.					
* Promote reading for chil					
Percent of Students with Exemplary Performance				44	%
Description of Proficient Performance (Meets Expectations) by a Student					
		•	assessments that make use of a variety of		
			op and enhance the multiple literacies of F	P-12 students	5.
* Develop a collection of reading resources that p					
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					
			er members of their school and community	<i>/</i> .	
Percent of Students with I				0	%
Description of Unacceptab					
	o: * D	esign services	or instruction that supports equitable acc	ess to	
information.					_
Percent of Students with I	Jnacc	eptable Perfor	mance	0	%
Improvements or Changes	Improvements or Changes Based on this Assessment				

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	
Administrative or Faculty Review of this Assessment(if applicable)		
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					
Information about the Academic Program and Learning Outcome being assessed					
College or School	ollege or School				
Academic Program	Master of Ed	ducatio	on with a Major in Professional Counselin	g 5	
Learning Outcome	Demonstrate	e know	ledge, skills and dispositions consistent v	vith research	n and
	program eva	aluatio	n		
Semester Assessed	2012-1				
Assessment Type or Artifa	ct				
Cohort (if Applicable)	0				
Location					
Operational Definition or	Learning Obje	ctive	Candidates will demonstrate knowledge	e of basic	
			research and program evaluation, desig		
			interpretaton and use of results: 80% o		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		
Student Performance Data					
Description of Exemplary	Performance (	(Exceed	ds Expectations) by a Student		
rubric score of 3 or 4					
Percent of Students with E	Exemplary Per	forma	nce	75	%
Description of Proficient P	erformance (I	Meets	Expectations) by a Student	_	
rubric score of 2					
Percent of Students with F	Proficient Perf	orman	ice	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 U	Jnacceptable	Perfor	mance	8	%
Improvements or Changes Based on this Assessment					
Type of Planned Improven	nent	Resul	ts are Satisfactory		
Comments on Planned Im	Comments on Planned Improvement Results are Satisfactory				
Next Scheduled Assessment 2012-2					

	Learning Outcome Assessment Report					
Information about the Acc	University of West Georgia					
	Information about the Academic Program and Learning Outcome being assessed  College or School					
Academic Program	Master of E	ducatio	on with a Major in Professional Counseling	7		
			<u> </u>		and	
Learning Outcome	program eva		vledge, skills and dispositions consistent v n	vitti researcii	anu	
Semester Assessed	2012-1					
Assessment Type or Artifa						
Cohort (if Applicable)	0					
Location						
Operational Definition or I	Learning Obje	ective	Candidates will demonstrate knowledge	e 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 Pro	ogram Evalua	tion	
			Proposal Rubric			
Student Sampling Process	(if applicable	)	All M.Ed. in Professional Counseling students take			
			course, CEPD 7152, in which this embed	lded assignm	ent	
			is assessed.			
Data Collection Point			Transition point 2 (mid-program)			
Student Performance Data	7					
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student			
rubric score of 3 or 4						
Percent of Students with E	Exemplary Per	rformai	nce	0	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
rubric score of 2						
Percent of Students with F	Proficient Perf	forman	ice	48	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
n/a						
Percent of Students with Developing Performance 48			48	%		
Description of Unacceptable Performance by a Student						
rubric score of 1						
Percent of Students with Unacceptable Performance 4 %				%		
Improvements or Changes Based on this Assessment						
Type of Planned Improvement Course Revision						
Comments on Planned Im	Comments on Planned Improvement Revisions should result in improved rubric ratings in AY14					
Next Scheduled Assessme	Next Scheduled Assessment 2014					

Learning Outcome Assessment Report University of West Georgia					
Information about the Acc	ademic Progr		Learning Outcome being assessed		
College or School		um umu	Learning Outcome being assessed		
Academic Program	Master of	Educatio	on with a Major in Professional Counseling	σ	
Learning Outcome			vledge, skills and dispositions consistent v		onal
Learning Outcome			hical practice	vitii professi	onai
Semester Assessed	2012-1	T dild Cti	medi praetiee		
Assessment Type or Artifa					
Cohort (if Applicable)	0				
Location	Carrollton	Campus	·		
Operational Definition or I			Candidates will demonstrate an unders	tanding of	
- P		,	history, credentialing, roles, profession	_	ons.
			and ethics. 80% of candidates will recei	_	
			points or above on C.8 of the assessmen	_	
Student Sampling Process	(if applicabl	e)	All M.Ed in Professional Counseling take	the CPCE ex	kam
Data Collection Point			end of program		
Student Performance Data	ר				
Description of Exemplary I	Performance	e (Excee	ds Expectations) by a Student		
rubric score of 3 or 4					
Percent of Students with E				33	%
Description of Proficient P	erformance	(Meets	Expectations) by a Student		
rubric score of 2					
Percent of Students with F	Proficient Pe	rforman	nce	25	%
Description of Developing	Performano	e (Does	Not Meet) by a Student		
n/a					
Percent of Students with [	Developing F	erforma	ance	0	%
Description of Unacceptab	ole Performa	nce by a	a Student	_	
rubric score of 1					
	Percent of Students with Unacceptable Performance 42 %				%
Improvements or Changes Based on this Assessment					
Type of Planned Improven	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 ethic and professional orientation. Consequently, the course currently offered in the community specialty is being revised and will include all M.Ed. students beginning F14.		ethics			

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

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School								
Academic Program	Master of E	ducatio	on with a Major in Professional Counseli	ng				
Learning Outcome			vledge, skills and dispositions consistent		work			
Semester Assessed	2011-2			<u> </u>				
Assessment Type or Artifa	ct Exam							
Cohort (if Applicable)	0							
Location	Carrollton C	Campus	i e					
Operational Definition or I	Learning Obje	ective	Candidate will demonstrate an unders	standing of	the key			
			concepts, therapeutic processes, inte	rvention me	ethods			
			and techniques and the multicultural	perspective	s of			
			theories of group counseling. 80% of	candidates v	will			
			receive a rating of 2 points or above of	n				
Student Sampling Process	(if applicable	<del>!</del> )	All M.Ed. in Professional Counseling students take the					
			CPCE exam					
Data Collection Point			end of program					
Student Performance Data	7							
, ,	Performance	(Exceed	ds Expectations) by a Student					
rubric score of 3 or 4								
Percent of Students with E	• •			29	%			
·	erformance (	Meets	Expectations) by a Student					
rubric score of 2								
Percent of Students with F	Proficient Per	forman	nce	71	%			
Description of Developing	Performance	(Does	Not Meet) by a Student					
n/a								
Percent of Students with [				0	%			
Description of Unacceptab	ole Performar	nce by a	a Student					
rubric score of 1								
Percent of Students with Unacceptable Performance 0					%			
Improvements or Changes	Based on thi	s Asses.	sment					
Type of Planned Improven			ts are Satisfactory					
Comments on Planned Im			ts are Satisfactory					
Next Scheduled Assessment 2011-3								
Administrative or Faculty Review of this Assessment(if applicable)								

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School								
Academic Program	Master of E	aster of Education with a Major in Professional Counseling						
Learning Outcome	Demonstra	te know	vledge, skills and dispositions consistent w	vith group w	ork			
Semester Assessed	2012-1							
Assessment Type or Artifa	ct Exam							
Cohort (if Applicable)	0							
Location	Carrollton (	Campus	i e					
Operational Definition or I	earning Obj	ective	Candidate will demonstrate an understa	anding of the	key			
			concepts, therapeutic processes, interve	ention metho	ods			
			and techniques and the multicultural pe	rspectives o	f			
			theories of group counseling. 80% of car	ndidates will				
			receive a rating of 2 points or above on					
Student Sampling Process	(if applicable	e)	All M.Ed. in Professional Counseling stud	dents take th	ıe			
			CPCE exam					
Data Collection Point			end of program					
Student Performance Data								
· · · · · · · · · · · · · · · · · · ·	Performance	(Exceed	ds Expectations) by a Student					
rubric score of 3 or 4								
Percent of Students with E				33	%			
	erformance	(Meets	Expectations) by a Student					
rubric score of 2					1			
Percent of Students with F				42	%			
Description of Developing	Performance	e (Does	Not Meet) by a Student					
n/a					1			
Percent of Students with D				0	%			
Description of Unacceptab	le Performa	nce by a	a Student					
rubric score of 1				1				
Percent of Students with L	· · · · · · · · · · · · · · · · · · ·			25	%			
Improvements or Changes		1						
Type of Planned Improven			toring	<u> </u>				
Comments on Planned Imp	provement		core is an anomaly for UWG counseling s		į			
			counseling scores will be monotored in s	-				
			nistrations to determine whether a curricu	uium or cour	se			
Novt Schodulad Assassass	nt		on is warranted.					
Next Scheduled Assessment 2012-2  Administrative or Faculty Review of this Assessment(if applicable)								
Auministrative or Faculty F	Review of thi	S ASSESS	ыненції арріісавіе)					

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

Learning Outcome Assessment Report University of West Georgia									
Information about the Academic Program and Learning Outcome being assessed									
College or School									
Academic Program	Master of Ed	ducatio	on with a Major in Professional Counseling	5					
Learning Outcome	Demonstrate	e know	ledge, skills and dispositions consistent v	vith research	and				
	program eva	aluatio	n						
Semester Assessed	2012-1								
Assessment Type or Artifa	ct								
Cohort (if Applicable)	0								
Location									
Operational Definition or	Learning Obje	ctive	Candidates will demonstrate knowledge	e of basic					
			research and program evaluation, desig	n, methods,	and				
			interpretaton and use of results: 80% of	f candidates v	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						
Student Performance Data									
Description of Exemplary	Performance (	(Exceed	ds Expectations) by a Student						
rubric score of 3 or 4									
Percent of Students with E	Exemplary Per	formai	nce	75	%				
Description of Proficient P	erformance (I	Meets	Expectations) by a Student						
rubric score of 2									
Percent of Students with F	Proficient Perf	orman	ice	16	%				
Description of Developing	Performance	(Does	Not Meet) by a Student						
n/a									
Percent of Students with I	Developing Pe	rforma	ance	0	%				
Description of Unacceptab	ole Performan	ce by a	a Student						
rubric score of 1	rubric score of 1								
Percent of Students with U	Jnacceptable	Perfor	mance	8	%				
Improvements or Changes	Based on this	s Asses	sment						
Type of Planned Improven	nent	Resul	ts are Satisfactory						
Comments on Planned Im	provement	Resul	ts are Satisfactory						
Next Scheduled Assessme	nt	2012-	-2						

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School								
Academic Program	Master of E	ducatio	on with a Major in Professional Counseli	ng				
Learning Outcome			/ledge, skills and dispositions consistent		work			
Semester Assessed	2012-1							
Assessment Type or Artifa	ct Exam							
Cohort (if Applicable)	0							
Location	Carrollton C	ampus						
Operational Definition or I	earning Obje	ective	Candidate will demonstrate an unders	tanding of	the key			
			concepts, therapeutic processes, inter	vention me	ethods			
			and techniques and the multicultural	perspective	s of			
			theories of group counseling. 80% of o	andidates v	will			
			receive a rating of 2 points or above o	n				
Student Sampling Process	(if applicable	·)	All M.Ed. in Professional Counseling students take the					
			CPCE exam					
Data Collection Point			end of program					
Student Performance Data	1							
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student					
rubric score of 3 or 4								
Percent of Students with E	•			33	%			
Description of Proficient P	erformance (	Meets	Expectations) by a Student					
rubric score of 2								
Percent of Students with F	Proficient Per	forman	ice	42	%			
Description of Developing	Performance	(Does	Not Meet) by a Student					
n/a								
Percent of Students with D	Developing Pe	erforma	ance	0	%			
Description of Unacceptab	ole Performar	nce by a	a Student					
rubric score of 1								
Percent of Students with L	Jnacceptable	Perfor	mance	25	%			
Improvements or Changes								
Type of Planned Improven		Evalu						
Comments on Planned Im		Evalu						
Next Scheduled Assessment 2012-2								
Administrative or Faculty Review of this Assessment(if applicable)								

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

Learning Outcome Assessment Report University of West Georgia									
Information about the Academic Program and Learning Outcome being assessed									
College or School		ollege of Education							
Academic Program	,		n with a Major in School Improvement						
Learning Outcome	Leadership:	Stude	nts will influence others toward a shared	commitment	to a				
	common pu	rpose							
Semester Assessed	2010-2								
Assessment Type or Artifa	ct Portfo	olio							
Cohort (if Applicable)	9								
Location	Online								
Operational Definition or I	earning Obje	ective	Students are to present and discuss thro	ee separate					
			events or critical incidents from the doc	toral progran	n				
			that have led to your personal and lead	ership					
			development						
Student Sampling Process	(if applicable	)	All students in cohort						
Data Collection Point			Following all core coursework						
Student Performance Data	1								
		•	ds Expectations) by a Student						
Students receive an average	ge rating acro	ss 2 ra	ters equal to 4 (after truncation).						
Percent of Students with E				0	%				
Description of Proficient P	erformance (	Meets	Expectations) by a Student						
Students receive an average	ge rating acro	ss 2 ra	ters equal to 3 (after truncation).						
Percent of Students with F	Proficient Per	forman	ice	91	%				
Description of Developing									
			ters equal to 2 (after truncation).						
Percent of Students with D				9	%				
Description of Unacceptab	le Performar	ice by a	a Student						
Students receive an average	ge rating acro	ss 2 ra	ters equal to 1 (after truncation).						
Percent of Students with L	Jnacceptable	Perfor	mance	0	%				
Improvements or Changes		s Asses	sment						
Type of Planned Improvement Results are Satisfactory									
Comments on Planned Imp	·		ts are Satisfactory						
Next Scheduled Assessmen		2011-							
Administrative or Faculty I	Review of this	Assess	sment(if applicable)						
College of Education									

Learning Outcome Assessment Report University of West Georgia									
Information about the Academic Program and Learning Outcome being assessed									
College or School		llege of Education							
Academic Program	_		n with a Major in School Improvement						
Learning Outcome			nt and Reform: Students will move schoo	ls and					
	· ·		ections that enhance student learning and						
			ultimately benefit society						
Semester Assessed	2012-2								
Assessment Type or Artifa	ct Portfo	olio							
Cohort (if Applicable)	9								
Location	Online								
Operational Definition or I	Learning Obje	ective	Students will submit two authentic artif	acts and a					
			written commentary that illustrate and	describe					
			approaches to assisting teachers or colle	eagues to					
			investigate and reflect on their practice	related to					
			teaching and learning.						
Student Sampling Process	(if applicable	<u>:)</u>	All students in cohort						
Data Collection Point			Following all core coursework						
Student Performance Data	7								
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student						
Students receive an average	ge score acro	ss 2 rat	ers equal to 4 (after truncation).						
Percent of Students with E	Exemplary Pe	rformai	nce	0	%				
Description of Proficient P	erformance (	Meets	Expectations) by a Student						
Students receive an average	ge score acro	ss 2 rat	ers equal to 3 (after truncation).						
Percent of Students with F	Proficient Per	forman	ice	82	%				
Description of Developing	Performance	(Does	Not Meet) by a Student						
Students receive an average	ge score acro	ss 2 rat	ers equal to 2 (after truncation).						
Percent of Students with D	Developing Pe	erforma	ance	18	%				
Description of Unacceptab	ole Performar	nce by a	a Student						
Students receive an average	ge score acro	ss 2 rat	ers equal to 1 (after truncation).						
Percent of Students with U	Jnacceptable	Perfor	mance	0	%				
Improvements or Changes	Based on thi	s Asses	sment						
Type of Planned Improven	nent	Evalua	ation						
Comments on Planned Im	provement		ents struggled a bit with the portfolio entr	ies. Needs to	be				
			rer process in the future.Evaluation						
Next Scheduled Assessme		2011-							
Administrative or Faculty I	Review of this	Assess	sment(if applicable)						
College of Education									

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School		ollege of Education						
Academic Program	Doctor of Ed	ducatio	n with a Major in School Improvement					
Learning Outcome	Scholarly Pe	rsuasio	on: Students will engage in rational discu	ssion inforn	ned by			
	and grounde	ed in th	ne knowledge base and research in educa	ition and scl	hool			
	improveme	nt						
Semester Assessed	2010-2							
Assessment Type or Artifa	ct							
Cohort (if Applicable)	9							
Location	Online							
Operational Definition or I	Learning Obje	ctive	Students should show that they can a)	analyze and				
			interpret the characteristics of target a	udiences an	d			
			their context, b) strategically plan to co		with			
			those audiences using appropriate stra	_				
			vehicles, c) deliver those communication	ns eff				
Student Sampling Process (if applicable)			All students in cohort					
Data Collection Point			Following all core coursework					
Student Performance Data								
			ds Expectations) by a Student					
			ters equal to 4 (following truncation).					
Percent of Students with E				0	%			
•	•		Expectations) by a Student					
			ters equal to 3 (following truncation).		1			
Percent of Students with F				100	%			
Description of Developing								
			ters equal to 2 (following truncation).					
Percent of Students with D				0	%			
Description of Unacceptab		•						
			ters equal to 1 (following truncation).	La				
Percent of Students with L	•			0	%			
Improvements or Changes								
Type of Planned Improvement Results are Satisfactory								
Comments on Planned Im			ts are Satisfactory					
Next Scheduled Assessme		2011-						
Administrative or Faculty I	review oj tris	Assess	тепції арріісавіе)					
College of Education								

Learning Outcome Assessment Report University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School		llege of Education					
Academic Program	Doctor of	Educatio	n with a Major in School Improvement				
Learning Outcome	Scholarly	Persuasio	on: Students will engage in rational discus	sion informe	d by		
	and grou	nded in th	ne knowledge base and research in educat	tion and scho	ol		
	improver	nent					
Semester Assessed	2012-2						
Assessment Type or Artifa	ct Wr	itten Assi	gnment				
Cohort (if Applicable)	12						
Location	Online						
Operational Definition or I	Learning O	bjective	Students will engage in rational discussion		ру		
			and grounded in the knowledge base an	d research			
			education and school improvement.				
Student Sampling Process	(if applical	ole)	All students in Cohort 12.				
Data Collection Point			EDSI 9903 and Dissertation Boot Camp				
Student Performance Data							
		<u> </u>	ds Expectations) by a Student				
This is the number of stud				26	0/		
Percent of Students with E				26	%		
This is the number of stud		•	Expectations) by a Student				
Percent of Students with F				40	0/		
Description of Developing				48	%		
This is the number of stud							
Percent of Students with I				24	%		
Description of Unacceptat				4-1			
This is the number of stud		•					
Percent of Students with U	Jnacceptal	ole Perfor	mance	2	%		
Improvements or Changes							
Type of Planned Improven		Evalu					
Comments on Planned Im	provement	The r	ubric for the research prospectus has been	n			
		revise	ed.Evaluation				
Next Scheduled Assessme	nt	2013-	-1				
Administrative or Faculty I	Review of t	his Assess	sment(if applicable)				
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 E	ducatio	on					
Academic Program	Doctor of E	ducatio	n with a Major in School Improvement					
Learning Outcome	Research ar	nd the E	ffective Use of Data: Students will und	erstand, cond	uct,			
	and apply in	mpactfu	ıl research in school improvement and	reform				
Semester Assessed	2012-2							
Assessment Type or Artifa	ct Writt	en Assi	gnment					
Cohort (if Applicable)	12							
Location	Online							
Operational Definition or I	Learning Obje	ective	Students will understadn, conduct, an	d apply impac	ctful			
			research in school improvement refor	m.				
Student Sampling Process	(if applicable	2)	All students in Cohort 12					
Data Collection Point			EDSI 9903 and Dissertation Boot Cam	0				
Student Performance Data	7							
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student					
This is the number of stud	ents that sco	red 4's	on the rubric					
Percent of Students with E	Exemplary Pe	rforma	nce	17	%			
•			Expectations) by a Student					
This is the number of stud	ents that sco	red 3's	on the rubric					
Percent of Students with F	Proficient Per	forman	ice	46	%			
Description of Developing								
This is the number of stud	ents that sco	red 2's	on the rubric					
Percent of Students with I	Developing Po	erforma	ance	31	%			
Description of Unacceptab	ole Performai	nce by a	a Student					
This is the number of stud	ents that sco	red 1's	on the rubric					
Percent of Students with U	Jnacceptable	Perfor	mance	6	%			
Improvements or Changes	Based on th	is Asses.	sment					
Type of Planned Improven	nent	Multi	ple Improvements					
Comments on Planned Im	provement	The re	esearch sequence of courses, EDSI 9960	, 9961, 9962,	9963,			
		and 9	964 has been reordered and all learning	g objectives				
			ted.Multiple Improvements					
Next Scheduled Assessme		2013-						
Administrative or Faculty I	Review of this	s Assess	sment(if applicable)					
College of Education								

Learning Outcome Assessment Report								
University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School	_	llege of Education						
Academic Program			n with a Major in School Improvement	اه م م ما				
Learning Outcome	•	ool Improvement and Reform: Students will move schools and eholders in directions that enhance student learning and social						
			· ·	i SOCIAI				
Semester Assessed	2012-2	it allu t	ultimately benefit society					
Assessment Type or Artifa		on ∆ssi	gnment					
Cohort (if Applicable)	12	C11 7 (331)	Simen					
Location	Online							
Operational Definition or I		ective	Students will move schools and stakeho	lders in				
operational benintion of t	Learning Obje		directions that enhance student learning					
			development and ultimately benefit soc	-				
Student Sampling Process	(if applicable	)	All students enrolled in EDSI 9903.	,				
Data Collection Point	·	•	EDSI 9903					
Student Performance Data	7							
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student					
This is the number of stud	ents who sco	red 4's	on the rubric					
Percent of Students with E	Exemplary Pe	rforma	nce	17	%			
Description of Proficient P	erformance (	Meets	Expectations) by a Student					
This is the number of stud	ents who sco	red 3's	on the rubric					
Percent of Students with F	Proficient Per	forman	ice	60	%			
Description of Developing	Performance	(Does	Not Meet) by a Student					
This is the number of stud	ents who sco	red 2's	on the rubric					
Percent of Students with [	Developing Pe	erforma	ance	21	%			
Description of Unacceptab	ole Performar	nce by a	a Student					
This is the number of stud	ents who sco	red 1's	on the rubric					
Percent of Students with U	Jnacceptable	Perfor	mance	2	%			
Improvements or Changes	Based on thi	s Asses.	sment					
Type of Planned Improven	nent	Currio	culum					
Comments on Planned Im	provement	Based	d upon these data, course curricular objec	tives for the				
			rtation Mentoring course sequence (EDSI	9901, 9902, 8	š			
			have been revised.Curriculum					
Next Scheduled Assessme		2013-						
Administrative or Faculty I	Review of this	Assess	sment(if applicable)					
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 E	ollege of Education						
Academic Program	Doctor of Ed	ducatio	n with a Major in School Improvement					
Learning Outcome	Research an	d the E	Effective Use of Data: Students will unde	rstand, co	nduct,			
	and apply in	npactfu	al research in school improvement and re	eform				
Semester Assessed	2010-2							
Assessment Type or Artifa	ct Portfo	olio						
Cohort (if Applicable)	9							
Location	Online							
Operational Definition or I	Learning Obje	ctive	Students should show that they can a)	analyze an	ıd			
			interpret the characteristics of target a	udiences a	ind			
			their context, b) strategically plan to co	mmunicat	e with			
			those audiences using appropriate stra	_				
			vehicles, c) deliver those communication	ons eff				
Student Sampling Process	(if applicable	)	All students in cohort					
Data Collection Point			Following all core coursework					
Student Performance Data	ד							
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student					
Students receive an avera	ge rating acro	ss 2 ra	ters equal to 4 (following truncation).					
Percent of Students with E	• •			0	%			
Description of Proficient P	erformance (	Meets	Expectations) by a Student					
			ters equal to 3 (following truncation).					
Percent of Students with F	Proficient Per	forman	ice	100	%			
Description of Developing		•						
Students receive an avera	ge rating acro	ss 2 ra	ters equal to 2 (following truncation).					
Percent of Students with I				0	%			
Description of Unacceptab	ole Performar	ice by a	a Student					
Students receive an avera	ge rating acro	ss 2 ra	ters equal to 1 (following truncation).					
Percent of Students with L	Jnacceptable	Perfor	mance	0	%			
Improvements or Changes	Based on thi	s Asses.	sment					
Type of Planned Improven			ts are Satisfactory					
Comments on Planned Im	provement	Resul	ts are Satisfactory					
Next Scheduled Assessme	nt	2011-	-2					
Administrative or Faculty I	Review of this	Assess	sment(if applicable)					
College of Education								

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School		llege of Education						
Academic Program	Doctor of E	ducatio	n with a Major in School Improvement					
Learning Outcome	Teaching a	nd Learr	ning: Students will understand and use th	e knowledge				
	based on e	ffective	teaching and learning to initiate teacher of	development	and			
	school imp	roveme	nt					
Semester Assessed	2010-2							
Assessment Type or Artifa	ct Porti	olio						
Cohort (if Applicable)	9							
Location	Online							
Operational Definition or I	Learning Obj	ective	Students are to submit two authentic ar	tifacts and a				
			written commentary that illustrate and o	describe				
			approaches to assisting teachers or colle	eagues 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					
Student Performance Data								
, , ,			ds Expectations) by a Student					
			ters equal to 4 (after truncation).		,			
Percent of Students with E				0	%			
•		-	Expectations) by a Student					
			ters equal to 3 (after truncation).		,			
Percent of Students with F				82	%			
Description of Developing		•	• •					
·			ters equal to 2 (after truncation).					
Percent of Students with [				18	%			
Description of Unacceptak								
			ters equal to 1 (after truncation).	T _				
Percent of Students with U	<u> </u>			0	%			
Improvements or Changes								
Type of Planned Improven			ts are Satisfactory					
Comments on Planned Im	-		ts are Satisfactory					
Next Scheduled Assessme		2011-						
Administrative or Faculty I	Review of th	s Assess	sment(íf applicable)					
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	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 I	Operational Definition or Learning Objective   Students will understand and use the knowledge based			ed	
			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			
Student Performance Data	1				
		-	ds 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					
1 0			%		
Description of Unacceptable Performance by a Student					
This is the number of students that scored 1's on the rubric				1	
Percent of Students with Unacceptable Performance				2	%
Improvements or Changes Based on this Assessment					
Type of Planned Improven					
Comments on Planned Improvement We revised EDSI 9902 course objectives and class projects to					
	provide instruction and practice to construct a literature review			iew	
Next Scheduled Assessmen	based on upon effectve teaching and learning.Curriculum  Scheduled Assessment 2013-1				
Administrative or Faculty Review of this Assessment(if applicable)					
College of Education					
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	_	Doctor of Education with a Major in School Improvement			
Learning Outcome		Leadership: Students will influence others toward a shared commitment to a			to a
	common pu	common purpose			
Semester Assessed	2012-2				
Assessment Type or Artifa	ct Writt	t Written Assignment			
Cohort (if Applicable)	12				
Location	Online	Online			
Operational Definition or I	Learning Obje	ective	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			
Student Performance Data	7				
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	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 D	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 %				%	
Improvements or Changes Based on this Assessment					
Type of Planned Improven	Type of Planned Improvement Pedagogy				
Comments on Planned Im	nned Improvement EDSI 9903 course learning projects have been revised to create				
	more direct instruction in writing problem				
statements.Pedagogy					
Next Scheduled Assessment 2013-1					
Administrative or Faculty Review of this Assessment(if applicable)					
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	GRE Major Field Test
knowledge to demonstrate mastery in at least	
three of the follwing four subject areas: 1. cell	
biology; 2. molecular biology and genetics, 3.	
organismal biology, 4. population biology,	
evolution, and ecology	
2. Students will use critical thinking skills or	BIOL 3310 and BIOL 3513 laboratory writeup
problem-based learning skills to demonstrate	
mastery of the scientific method as it pertains	
to experimental design. data analysis, or	
interpretation of experimental data	
3. Students will communicate scientific	BIOL 3000/4000 designated as Discipline
information through the acquisition,	Specific Writing
organization, or presentation of scientific	
information.	

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	Grades from CHEM 3422, CHEM 3310K, CHEM			
3310K (Analytical), CHEM 3522 (Chemical	3522, and CHEM 4612 for all BS in Chemistry			
Thermodynamics), and CHEM 4612 (Inorganic)	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	All graduates of the BS (ACS track) will complete 4			
questions, design experiments, carry out	credit hours of CHEM 4083 and successfully write			

experimental protocol, and analyze and interpret	and orally defend a research thesis to satisfy the
data.	requirements for CHEM 4084.
3) Competency in CHEM 3422L (Organic lab),	Student grades in CHEM 3422L, 3550L and 4913L
3550L (Physical Chemistry lab), and 4913L	for all graduates of the BS - ACS track will be used
(Advanced Synthesis Lab)	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	Within the CS 4982 (capstone) course, students	
science, software engineering, science and	work individually on a small-scale project-like	
mathematics in the modeling and design of	assignment to model and design a computer	
computer systems.	system. Additionally, students participate in a	
	group project to model and design a significant	
	computer system.	
2) Demonstrate an ability to implement, test, and	Within the CS 4982 (capstone) course, students	
deploy a computer-based system applying current	work individually on a small-scale project-like	
and emerging methodologies and technologies.	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	Within the CS 4982 (capstone) course, students	
professional standards to ensure computing	deliver a presentation to the class to demonstrate	
benefits individuals and society as a whole.	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	Within the CS 4982 (capstone) course, students
engaged in the process of modeling, designing,	participate in a group project where they function
implementing, testing, and deploying of computer-	as part of a team to model, design, implement,
based systems.	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

Measureable Learning Outcomes for this Academic Program:

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

Appendix 1 (Bachelor of Science with a Major in Biology)  Learning Outcome Assessment Report							
University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School	College of Sci	llege of Science and Mathematics					
Academic Program	Bachelor of S	cience	e with a Major in Biology				
Learning Outcome	Students will	use c	oncepts, principles, and knowledge to de	monstrate			
	mastery in at	least	three of the following four subject areas	:			
	1. cell biology	y;					
	2. molecular	biolog	gy and genetics;				
	3. organisma	l biolo	ogy;				
	4. population	n biolo	gy, evolution, and ecolo				
Semester Assessed	2011-3						
Assessment Type or Artifa	ct Exam						
Cohort (if Applicable)	0						
Location	Carrollton Ca						
Operational Definition or Learning Objective Students take the GRE Major Fields Test in Biology and					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				
Student Performance Date							
	<u> </u>		ds Expectations) by a Student				
			stery in one or more content areas	Lac			
Percent of Students with B				28	%		
·	•		Expectations) by a Student				
Student has demonstrated Percent of Students with R				48	0/		
Description of Developing				48	%		
Student has demonstrated		-					
Percent of Students with I			·	17	%		
Description of Unacceptal				1 1			
·		•	stery in more than one content areas				
Percent of Students with U			·	7	%		
Improvements or Changes	•			1			
Type of Planned Improver			ts are Satisfactory				
Comments on Planned Im			nue to collect data to establish baselineR	esults are			
	Satisfactory						
Next Scheduled Assessme		2012-					
Administrative or Faculty Review of this Assessment(if applicable)							
College of Science and Ma	athematics						

Learning Outcome Assessment Report								
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed								
College or School		llege of Science and Mathematics						
Academic Program			e with a Major in Biology					
Learning Outcome			<u> </u>	rning skills to				
Learning Outcome		ents will use critical thinking skills or problem-based learning skills to onstrate mastery of the scientific method as it pertains to experimental						
			sis, or interpretation of experimental data	-	itai			
Semester Assessed	2012-3	allalys	sis, or interpretation of experimental data					
Assessment Type or Artifa								
Cohort (if Applicable)	0							
Location	Carrollton C	amnus						
Operational Definition or			Lab report required of all studens in sec	tion is assess	ed.			
Operational Definition of	carring Obje	CUVC	with a rubric.	11011 13 433033	cu			
Student Sampling Process	(if applicable	١	Assessment is performed in one or more	of the				
Student Sampling Process	(ii applicable	,	approved upper division lab courses Bio		must			
			take. Usually data are collected from tw					
			sections (n approximately 48).	vo labol atol y				
Data Collection Point			BIOL 3310 and BIOL 3513					
Student Performance Data	1		BIOL 3310 GIIG BIOL 3313					
•		(Excee	ds Expectations) by a Student					
			in the other areas of the rubric (Total = 11	-12; eguivale	nt			
to grade A).				,,,				
Percent of Students with E	xemplary Pei	rforma	nce	22	%			
			Expectations) by a Student					
			nation of 3s and 4s in the other areas of th	ne rubric (Tot	al =			
9-10; equivalent to grades								
Percent of Students with F	Proficient Per	forman	nce	38	%			
Description of Developing	Performance	(Does	Not Meet) by a Student					
May receive no more than	one 1 and a	combir	nation 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 Pe	erforma	ance	31	%			
Description of Unacceptab	le Performan	ice by a	a Student					
Total less than 5; equivale	nt to grade F							
Percent of Students with U	Percent of Students with Unacceptable Performance 8 %							
Improvements or Changes	Based on this	s Asses	sment					
Type of Planned Improven	nent	Resul	ts are Satisfactory					
Comments on Planned Im	provement	No ac	tion required at this timeResults are Satis	factory				
Next Scheduled Assessme	nt	2014-	-3					
Administrative or Faculty	Review of this	Assess	sment(if applicable)					

	Learning Outcome Assessment Report						
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed							
College or School			and Mathematics				
Academic Program			e with a Major in Biology				
Learning Outcome			nunicate scientific information through th esentation of scientific information.	ie acquisition,	,		
Semester Assessed	2012-3						
Assessment Type or Artifa	ct Writte	en Assig	gnment				
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or I	Learning Obje	ctive	Students will communicate scientific inf	ormation			
			effectively in a written or oral assignme	nt			
Student Sampling Process	(if applicable	)	Section of 3000/4000 level BIOL courses	designated a	is		
			DSW.				
Data Collection Point			BIOL 4424 and BIOL 3226				
Student Performance Data	7						
		•	ds Expectations) by a Student				
Must receinve no more th	an one 3 and	ther re	est 4s in the other areas of the rubric (Tot	al = 11-12;			
equivalent to grade A)							
Percent of Students with E	xemplary Per	rformai	nce	17	%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
· ·		combir	nation of 3s and 4s in the other areas of the	ne rubric (Tot	al =		
9-10; equivalent to grades							
Percent of Students with F				28	%		
Description of Developing		-	· · ·				
			nation of 2s, 3s, and 4s in the other areas	of the rubric			
(Total = 5-9; equivalent to					T		
Percent of Students with [				51	%		
Description of Unacceptab		ice by a	a Student				
Total less than 5; equivale		D (			Loc		
Percent of Students with U	•			4	%		
Improvements or Changes							
Type of Planned Improven			ts are Satisfactory	et for			
Comments on Planned Improvement Postpone improvement plan for a larger data set for assessment.Results are Satisfactory							
Next Scheduled Assessment 2014-3							
Administrative or Faculty Review of this Assessment(if applicable)							
College of Science and Mathematics							
college of sectice and Mathematics							

	Learning Outcome Assessment Report						
University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School		lege of Science and Mathematics					
Academic Program			e with a Major in Biology				
Learning Outcome	l		oncepts, principles, and knowledge to der				
	1 '		three of the following four subject areas:				
	1. cell biolog						
	l	_	gy and genetics;				
	3. organism						
		n biolo	gy, evolution, and ecolo				
Semester Assessed	2012-3						
Assessment Type or Artifa							
Cohort (if Applicable)	0						
Location	Carrollton C			Di - I	- 1		
Operational Definition or	Learning Obje	ective	Students take the GRE Major Fields Test	in Biology ar	ıa		
Student Sampling Process	/if applicable	١	the results are analyzed with a rubric.  All students in Senior seminar are given the exam				
Data Collection Point	(п аррпсавіе	)	BIOL 4984				
Student Performance Date	~		BIOL 4984				
		/Evcoor	ds Expectations) by a Student				
			stery in one or more content areas				
Percent of Students with I				47	1%		
			Expectations) by a Student	77	1 /0		
Student has domonstrated			· · ·				
Percent of Students with F				14	1%		
Description of Developing				1 - 1	1 / 0		
			astery in one content area				
Percent of Students with I			•	29	%		
Description of Unacceptab							
			ster in more than one content area				
Percent of Students with U	Jnacceptable	Perfor	mance	6	%		
Improvements or Changes	Based on this	s Asses	sment		L		
Type of Planned Improver	nent	Evalu	ation				
Comments on Planned Im	provement		rade pressure to improve motivation for lo	ow achieving			
No. 4 Cabada Lab			ents.Evaluation				
	Next Scheduled Assessment 2014-3						
	Administrative or Faculty Review of this Assessment(if applicable)						
College of Science and Mathematics							

Learning Outcome Assessment Report							
University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School	College of S	llege of Science and Mathematics					
Academic Program	Bachelor of	Science	e with a Major in Biology				
Learning Outcome	Students wi	ll use c	oncepts, principles, and knowledge to der	monstrate			
	mastery in a	at least	three of the following four subject areas:				
	1. cell biolo						
		_	gy and genetics;				
	3. organism						
		n biolo	gy, evolution, and ecolo				
Semester Assessed	2010-3						
Assessment Type or Artifa							
Cohort (if Applicable)	0						
Location	Carrollton C						
Operational Definition or	Learning Obje	ective	-	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				
Student Performance Date							
		-	ds Expectations) by a Student				
			stery in one or more content areas		T		
Percent of Students with I				36	%		
			Expectations) by a Student				
Student has demonstrated							
Percent of Students with F				49	%		
Description of Developing							
Student has demonstrated			<u> </u>		Lar		
Percent of Students with I				5	%		
Description of Unacceptal							
			stery in more than one content areas	Lan	Lac		
Percent of Students with U	•			10	%		
Improvements or Changes							
Type of Planned Improver							
Comments on Planned Im			nue to collect dataResults are Satisfactory	У			
Next Scheduled Assessme		2011-					
	Administrative or Faculty Review of this Assessment(if applicable)						
College of Science and Mathematics							

	Learning Outcome Assessment Report						
University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School	College of S	llege of Science and Mathematics					
Academic Program	Bachelor of	Science	e with a Major in Biology				
Learning Outcome	Students wi	ll use c	oncepts, principles, and knowledge to de	monstrate			
			three of the following four subject areas:				
	1. cell biolo						
		_	gy and genetics;				
	3. organism						
		n biolo	gy, evolution, and ecolo				
Semester Assessed	2011-3						
Assessment Type or Artifa							
Cohort (if Applicable)	0						
Location	Carrollton C						
Operational Definition or	Learning Obje	ective	Students take the GRE Major Fields Test	t in Biology ar	nd		
			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				
Student Performance Data							
		-	ds Expectations) by a Student				
			stery in one or more content areas		T		
Percent of Students with I				32	%		
			Expectations) by a Student				
Student has demonstrated							
Percent of Students with I				51	%		
Description of Developing							
Student has demonstrated			<u> </u>		Lar		
Percent of Students with I				9	%		
Description of Unacceptak							
			stery in more than one content areas		Lar		
Percent of Students with U	<u> </u>			9	%		
Improvements or Changes							
Type of Planned Improver							
Comments on Planned Im							
	Next Scheduled Assessment 2012-3						
	Administrative or Faculty Review of this Assessment(if applicable)						
College of Science and Mathematics							

Learning Outcome Assessment Report								
University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School		lege of Science and Mathematics						
Academic Program			e with a Major in Biology					
Learning Outcome			ritical thinking skills or problem-based lea	_				
			ery of the scientific method as it pertains	-	ntal			
		analys	sis, or interpretation of experimental data	1				
Semester Assessed	2012-1							
Assessment Type or Artifa	ct Lab							
Cohort (if Applicable)	0							
Location	Carrollton C	ampus						
Operational Definition or I	Learning Obje	ective	Lab report required of all students in se	ction is asses	ssed			
			with a rubric					
Student Sampling Process	(if applicable	)	Each semester assessment will be rotat	ed to one of	the			
			approved courses that all Biology major	s must take.				
			Assessment will be carried out in two la	b sections (n	=~48			
			students)					
Data Collection Point			Two sections of the following course: B	OL 3310, BIC	)L			
			3513, BIOL 3134					
Student Performance Data	1							
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student					
Must receive no more tha	n one 3 and t	her res	st 4s in the other ares of the rubric. (Tota	l = 11-12				
equivalent to grade A)								
Percent of Students with E	xemplary Pe	rforma	nce	42	%			
Description of Proficient P	erformance (	Meets	Expectations) by a Student					
may receive no more than	one 2 and a	combir	nation of 3s and 4s in the other areas of t	ne rubric (To	tal =			
9-10 equivalent to grades	B and C)							
Percent of Students with F	Proficient Per	formar	nce	49	%			
Description of Developing	Performance	(Does	Not Meet) by a Student					
may receive no more than	one 1 and a	combir	nation of 2s, 3s, or 4s in the other ares of	the rubric (T	otal			
= 5.9 equivalent to grade (	D)							
Percent of Students with Developing Performance			ance	9	%			
Description of Unacceptab	le Performar	nce by a	a Student					
Total less than 5 equivaler	nt to grade F							
Percent of Students with U	Jnacceptable	Perfor	mance	0	%			
Improvements or Changes	Based on thi	s Asses	sment					
Type of Planned Improven			ts are Satisfactory					
Comments on Planned Im			nue to collect data for next assessment.R	esults are				
		l						
Satisfactory								

Learning Outcome Assessment Report								
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed								
College or School		lege of Science and Mathematics						
Academic Program			e with a Major in Biology					
Learning Outcome			nunicate scientific information through th	e acquisition				
			esentation of scientific information.		<i>'</i>			
Semester Assessed	2012-1							
Assessment Type or Artifa	ct Techn	ical Ass	signment					
Cohort (if Applicable)	0							
Location	Carrollton C	ampus						
Operational Definition or	Learning Obje	ctive	Students will communicate scientific inf	oramtion				
			effectively in a written or oral assignmen	nt				
Student Sampling Process	(if applicable	)	Sections in sections of 3000/4000 level I	BIOL courses				
			designated as DSW/WAC or in sections of	of Senior Sem	ninar			
			were selected					
Data Collection Point			data to be collected Spring 2012					
Student Performance Data	1							
Description of Exemplary	Performance	(Exceed	ds Expectations) by a Student					
must receive no more tha	n one 3 and tl	he rest	4s in the other areas of the rubric (Total	= 11-12				
equivalent to grade A)								
Percent of Students with E	• •			5	%			
Description of Proficient P	erformance (	Meets	Expectations) by a Student					
may receive no more than	one 2 and a	combir	nation of 3s and 4s in the other areas of th	ne rubric (Tot	al =			
9-10 equivalent to grades				_				
Percent of Students with F				17	%			
Description of Developing		•	· ·					
-		combin	nations of 2s, 3s, or 4s, in the other areas	of the rubric				
(Total = 5-9 equivalent to	<u> </u>							
Percent of Students with [				61	%			
Description of Unacceptab		<u> </u>	a Student					
(total less than 5 equivale								
Percent of Students with I				17	%			
Improvements or Changes								
Type of Planned Improvement Results are Satisfactory								
Comments on Planned Im			insufficient. Continue to assess.Results a	re Satisfactor	У			
Next Scheduled Assessment 2012-1								
Administrative or Faculty Review of this Assessment(if applicable)								
College of Science and Mathematics								

## Appendix 2 (Bachelor of Science in Chemistry)

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School	College of S	ege of Science and Mathematics						
Academic Program	Bachelor of	Science	e in Chemistry					
Learning Outcome	Competenc	y in CHI	EM 3422 (Organic), CHEM 3310K (A	nalytical), CHEN	Л 3522			
	(Chemical T	hermo	dynamics), and CHEM 4612 (Inorgar	nic)				
Semester Assessed	2013-1							
Assessment Type or Artifa	ct Othei	r (Descr	ibe in Operational Definition)					
Cohort (if Applicable)	0							
Location	Carrollton C	Campus						
Operational Definition or I			Competency score					
Student Sampling Process	(if applicable	<u>e)</u>	All graduates of the BS-ACS track					
Data Collection Point			CHEM 3422, CHEM 3310K, CHEM	3552, CHEM 46	12			
Student Performance Data								
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student					
Competency score between								
Percent of Students with E				50	%			
Description of Proficient P	erformance (	Meets	Expectations) by a Student					
Competency score between								
Percent of Students with F	Proficient Per	forman	ce	50	%			
Description of Developing	Performance	e (Does	Not Meet) by a Student					
Competency score 25 and								
Percent of Students with D				0	%			
Description of Unacceptab	le Performai	nce by a	Student					
Percent of Students with L	Jnacceptable	Perfor	mance	0	%			
Improvements or Changes		is Asses	sment					
Type of Planned Improven			ts are Satisfactory					
	Comments on Planned Improvement Results are Satisfactory							
	Next Scheduled Assessment 2014-1							
Administrative or Faculty Review of this Assessment(if applicable)								
College of Science and Mathematics								

Learning Outcome Assessment Report University of West Georgia									
Information about the Academic Program and Learning Outcome being assessed									
College or School		llege of Science and Mathematics							
Academic Program	,		e in Chemistry						
Learning Outcome			mulate significant research questions,	design					
0	•	•	out experimental protocol, and analyz	_	ret				
	data.								
Semester Assessed	2013-1								
Assessment Type or Artifa	ct Othe	r (Descr	ibe in Operational Definition)						
Cohort (if Applicable)	0								
Location	Carrollton (	Campus							
Operational Definition or I	earning Obj	ective	The student will (i) carry out a resear	ch project ur	nder				
			the guidance of a faculty member for	a total of 4	credit				
			hours for a minimum of 2 semesters.	Research pro	oject				
			will include preliminary work involvin	g literature					
			searching, developing a research questi						
Student Sampling Process	(if applicable	e)	All BS-ACS track graduates						
Data Collection Point			CHEM 4083 and CHEM 4084						
Student Performance Data	1								
Description of Exemplary F	Performance	(Exceed	ds Expectations) by a Student						
Percent of Students with E	xemplary Pe	rforma	nce	0	%				
Description of Proficient P	erformance	(Meets	Expectations) by a Student						
Completed 4 credit hours	of CHEM 408	33 with	an average grade of B or higher and ea	rned a grade	e S in				
CHEM 4084									
Percent of Students with F				100	%				
Description of Developing		<u> </u>	. ,						
			083 and/or earned a grade U in CHEM 4	4084	-				
Percent of Students with D				0	%				
Description of Unacceptab	le Performa	nce by a	a Student						
Dorcont of Students with L	Inaccontable	Dorfor	manco		0/				
	Percent of Students with Unacceptable Performance 0 %  Improvements or Changes Based on this Assessment								
Type of Planned Improven			ts are Satisfactory						
Comments on Planned Improven			ts are Satisfactory						
Next Scheduled Assessmen		2014-	<u> </u>						
Administrative or Faculty Review of this Assessment(if applicable)									
College of Science and Mathematics									
Concest of Science and Ma	ciriatics								

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School	College of So	cience	and Mathematics					
Academic Program	Bachelor of	Science	e in Chemistry					
Learning Outcome	Competency	y in CH	EM 3422L (Organic lab), 3550L (Physical	Chemistry lab	),			
	and 4913L (	Advanc	ced Synthesis Lab)					
Semester Assessed	2013-1							
Assessment Type or Artifa	ct							
Cohort (if Applicable)	0							
Location								
Operational Definition or I	Learning Obje	ctive	Competency in CHEM 3422L, 3550L, an	ıd 4913L				
Student Sampling Process	(if applicable)	)	BS-ACS track graduates					
Data Collection Point			CHEM 3422L, 3550L, 4913L					
Student Performance Data	ר							
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student					
Competency score between	en 14 – 16							
Percent of Students with E	Exemplary Per	rforma	nce	83	%			
Description of Proficient P	erformance (	Meets	Expectations) by a Student					
Competency score between	en 8 – 13							
Percent of Students with F	Proficient Perf	forman	nce	17	%			
Description of Developing	Performance	(Does	Not Meet) by a Student					
Competency score between	en 7 and lowe	r						
Percent of Students with [	Developing Pe	erforma	ance	0	%			
Description of Unacceptab	ole Performan	ice by a	a Student					
Percent of Students with U	Jnacceptable	Perfor	mance	0	%			
Improvements or Changes	Based on this	s Asses.	sment					
Type of Planned Improven		Resul	ts are Satisfactory					
	Comments on Planned Improvement Results are Satisfactory							
Next Scheduled Assessme	Next Scheduled Assessment 2014-1							
Administrative or Faculty Review of this Assessment(if applicable)								
College of Science and Mathematics								

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School	College of S	cience	and Mathematics					
Academic Program	Bachelor of	Science	e in Chemistry					
Learning Outcome	•	•	EM 3422 (Organic), CHEM 3310K (Analyti dynamics), and CHEM 4612 (Inorganic)	cal), CHEM 3	3522			
Semester Assessed	2012-1							
Assessment Type or Artifa	ct Other	r (Descr	ibe in Operational Definition)					
Cohort (if Applicable)	0							
Location	Carrollton C	Campus						
Operational Definition or I	earning Obje	ective	Competency score					
Student Sampling Process	(if applicable	2)	All graduates of the BS-ACS track					
Data Collection Point			CHEM 3422, CHEM 3310K, CHEM 3552,	CHEM 4612				
Student Performance Data	1							
Description of Exemplary R	Performance	(Exceed	ds Expectations) by a Student					
Competency score between	en 46 to 52							
Percent of Students with E	xemplary Pe	rformaı	nce	33	%			
Description of Proficient P	erformance (	Meets	Expectations) by a Student					
Competency score between	en 26 to 45							
Percent of Students with F	Proficient Per	forman	ce	67	%			
Description of Developing	Performance	e (Does	Not Meet) by a Student					
Competency score 25 and	lower							
Percent of Students with D	Developing Pe	erforma	ance	0	%			
Description of Unacceptab	ole Performa	nce by a	a Student					
Percent of Students with L	·			0	%			
Improvements or Changes	Based on thi	is Asses	sment					
Type of Planned Improven			ts are Satisfactory					
Comments on Planned Imp			ts are Satisfactory					
Next Scheduled Assessmen		2013-						
Administrative or Faculty Review of this Assessment(if applicable)								
College of Science and Mathematics								

Learning Outcome Assessment Report									
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed									
College or School		ollege of Science and Mathematics							
Academic Program		chelor of Science in Chemistry							
Learning Outcome			mulate significant research questions,	design					
J	•	•	out experimental protocol, and analy:	_	ret				
	data.		,	·					
Semester Assessed	2012-1								
Assessment Type or Artifa	ct Ot	her (Descr	ibe in Operational Definition)						
Cohort (if Applicable)	0								
Location	Carrollto	n Campus							
Operational Definition or	Learning C	bjective	The student will (i) carry out a resear	ch project ur	nder				
			the guidance of a faculty member for	r a total of 4	credit				
			hours for a minimum of 2 semesters.	.Research pro	oject				
			will include preliminary work involving	ng literature					
			searching, developing a research que	esti					
Student Sampling Process	(if applica	ble)	All BS-ACS track graduates						
Data Collection Point			CHEM 4083 and CHEM 4084						
Student Performance Data	מ								
Description of Exemplary	Performar	ice (Excee	ds Expectations) by a Student						
Percent of Students with B				0	%				
			Expectations) by a Student						
	of CHEM 4	1083 with	an average grade of B or higher and ea	irned a grade	e S in				
CHEM 4084					1 .				
Percent of Students with F				100	%				
Description of Developing		•	• •						
			083 and/or earned a grade U in CHEM		1				
Percent of Students with [				0	%				
Description of Unacceptak	ole Perforr	nance by a	a Student						
Percent of Students with U	Jnaccepta	ble Perfor	mance	0	%				
Improvements or Changes	Based on	this Asses	sment						
Type of Planned Improver	anned Improvement Results are Satisfactory								
Comments on Planned Im	provemen	rovement Results are Satisfactory							
Next Scheduled Assessment 2013-1									
Administrative or Faculty Review of this Assessment(if applicable)									
College of Science and Ma	thematics			College of Science and Mathematics					

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	College of S	cience	and Mathematics			
Academic Program	Bachelor of	Science	e in Chemistry			
Learning Outcome	Competency	y in CH	EM 3422L (Organic lab), 3550L (Physic	cal Chemistry	ab),	
	and 4913L (	Advanc	ed Synthesis Lab)			
Semester Assessed	2012-1					
Assessment Type or Artifa	ct					
Cohort (if Applicable)	0					
Location						
Operational Definition or I	Learning Obje	ctive	Competency in CHEM 3422L, 3550L	., and 4913L		
Student Sampling Process	(if applicable	)	BS-ACS track graduates			
Data Collection Point			CHEM 3422L, 3550L, 4913L			
Student Performance Data	ד					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
Competency score between	en 14 - 16					
Percent of Students with E	Exemplary Per	rformai	nce	67	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
Competency score between	en 8 - 13					
Percent of Students with F	Proficient Perf	forman	ce	33	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Competency score between	en 7 and lowe	r				
Percent of Students with I	Developing Pe	erforma	ance	0	%	
Description of Unacceptab	ole Performan	ice by a	a Student			
Percent of Students with U	Jnacceptable	Perfor	mance	0	%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven	Type of Planned Improvement Results are Satisfactory					
Comments on Planned Improvement Results are Satisfactory						
Next Scheduled Assessment 2013-1						
Administrative or Faculty Review of this Assessment(if applicable)						
College of Science and Ma	College of Science and Mathematics					

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

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	Colle	College of Science and Mathematics				
Academic Program	Bach	nelor of Science	e with a Major in Computer Science			
Learning Outcome	PO-1	L: Apply fundar	mental concepts of computer science, sof	tware		
	engi	neering, sciend	ce and mathematics in the modeling and	design of		
	com	puter systems				
Semester Assessed	2013					
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)			
Cohort (if Applicable)	0					
Location						
Operational Definition or I	Learni	ng Objective	Assignment 5: students worked individu	•	all-	
			scale project-like assignment to model a	_		
			computer system; Group project (Capst			
			students participated in a group project	to model an	d	
			design a computer system.			
Student Sampling Process	(if ap	plicable)	Spring 2013 CS 4982 students			
Data Collection Point			CS 4982			
Student Performance Data						
, , ,		· ·	ds Expectations) by a Student			
	_	_	of the project description, principles of de	_		
,			in a systematic way and integrate differe	nt aspects of	:	
Computer Science in mode			· · · · · · · · · · · · · · · · · · ·		1	
Percent of Students with E	•	•		34	%	
•		•	Expectations) by a Student			
			e project description, principles of design			
		-	assigned with some minor problems in de	_	1	
Percent of Students with F				53	%	
Description of Developing		-				
·		_	e project description, lack of comprehens			
	evelop	oment, and lac	k of ability to complete what was assigne	d without ma	ijor	
errors.						
Percent of Students with Developing Performance 12 %						
Description of Unacceptable Performance by a Student						
Decree of Co. 1	•				101	
Percent of Students with L		<u> </u>		0	%	
	Improvements or Changes Based on this Assessment					
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				
Administrative or Faculty Review of this Assessment(if applicable)					
College of Science and Mathematics					

Learning Outcome Assessment Report University of West Georgia						
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed					
College or School						
Academic Program	_		e with a Major in Computer Science			
Learning Outcome	PO-02: Effe	ctively 1	function as a member of a team engaged	in the proce	ss of	
	modeling, o	designin	ng, and implementing computer-based sys	stems of vari	ed	
	complexity.					
Semester Assessed	2010-3					
Assessment Type or Artifa	ct Proje	ct				
Cohort (if Applicable)	0					
Location	Carrollton (	Campus				
Operational Definition or I	Learning Obje	ective	Students participate in a class project th	nat tests thei	r	
			ability to function in one or several role			
			of a software development team (in this	s instance th	e	
			entire class).			
Student Sampling Process	(if applicable	5)	Students enrolled in CS 4982 for Spring	2010.		
Data Collection Point			CS 4982			
Student Performance Data						
		-	ds Expectations) by a Student			
			d deviation from the mean			
Percent of Students with E				16	%	
•			Expectations) by a Student			
contribution ranking great				T	1	
Percent of Students with F				37	%	
Description of Developing			• •			
			d deviation below the mean		1	
Percent of Students with [				32	%	
Description of Unacceptab		•				
contribution ranking less t				1.0	101	
Percent of Students with U	· · · · · · · · · · · · · · · · · · ·			16	%	
Improvements or Changes						
Type of Planned Improven			ts are Satisfactory		_	
Comments on Planned Im	provement		ation criteria for contributions should be		d	
	set of rubrics that provide guidelines for assessing contributions. The rubrics should specify source code syntax					
			ards, required and optional documentation	•	^	
			nization practiceResults are Satisfactory	on, project		
Next Scheduled Assessme	nt	2012-				
	•					

Learning Outcome Assessment Report							
	University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed							
College or School	College of S	lege of Science and Mathematics					
Academic Program	Bachelor of	helor of Science with a Major in Computer Science					
Learning Outcome	PO-4: Effect	ively fu	unction as a member of a team engaged in	n the process	of		
	modeling, d	esignin	ng, implementing, testing, and deploying o	of computer-			
	based syste	ms.					
Semester Assessed	2012-1						
Assessment Type or Artifa	ct Proje	ct					
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or I	earning Obje	ective	Students participate in a group project t	hat tests the	eir		
			ability to function in one or several role	s as a membe	er of		
			a software development team.				
Student Sampling Process	(if applicable	)	Students enrolled in CS 4982 for Spring	2011.			
Data Collection Point			CS 4982				
Student Performance Data	1						
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student				
Be able to deliver work wi	th excellent o	quality a	and also function effectively and actively	as a group			
member in the team in all	the phases o	f proje	ct development.				
Percent of Students with E	xemplary Pe	rforma	nce	33	%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
Can be relied upon to com	plete assigne	ed task	but does not go beyond to think about w	hat needs to	be		
done to ensure the projec	t?s success; N	Need su	pervision and prompting; participate in p	roject			
discussions regularly.							
Percent of Students with F	Proficient Per	forman	nce	28	%		
Description of Developing	Performance	(Does	Not Meet) by a Student				
Be able to do acceptable v	vork, but wo	k may	need revision, and sometimes work is late	e and need			
regular prompting and sup	pervision; sor	netime	s do not participate in project discussions				
Percent of Students with I	Developing Pe	erforma	ance	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 %					%		
Improvements or Changes Based on this Assessment							
Type of Planned Improvement Results are Satisfactory							
Comments on Planned Im	provement	Resul	ts are Satisfactory				
Next Scheduled Assessme	nt	2013-	-1				

Learning Outcome Assessment Report						
University of West Georgia						
-	Information about the Academic Program and Learning Outcome being assessed					
College or School	_	lege of Science and Mathematics				
Academic Program		nelor of Science with a Major in Computer Science				
Learning Outcome			e an ability to apply ethical and professior		to	
		puting	benefits individuals and society as a whol	e.		
Semester Assessed	2012-1					
Assessment Type or Artifa	ct Oral	Present	ation			
Cohort (if Applicable)	0					
Location	Carrollton (	Campus				
Operational Definition or I	Learning Obj	ective	Each student gives a presentation on th	e present and	Ł	
			emerging professional and ethical issue	s in Computir	ıg.	
			Topics presented include: Internet priva	•	and	
			Internet patents, software and web cop	yright		
			infringement, intellectual property, soft	war		
Student Sampling Process	(if applicable	e)	Students enrolled in CS 4982 for Spring 2012.			
Data Collection Point			CS 4982			
Student Performance Data	7					
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student			
Presentation demonstrate	s excellent u	ndersta	anding of the topic, and applications in rea	al world situa	tion,	
good presentation organiz	ation and sk	ills.				
Percent of Students with E	Exemplary Pe	rforma	nce	83	%	
Description of Proficient P	erformance	(Meets	Expectations) by a Student			
Presentation demonstrate minor issues.	s a general g	grasp of	f the topic, good presentation organization	on and skills v	vith	
Percent of Students with F	Proficient Per	forman	nce	6	%	
Description of Developing	Performance	e (Does	Not Meet) by a Student		1	
Presentation demonstrate	s some unde	rstandi	ng of the topic, weak organization and sk	ills.		
Percent of Students with I	Developing P	erforma	ance	11	%	
Description of Unacceptab	ole Performa	nce by a	3 Student			
Presentation demonstrate	s poor grasp	of the i	material and limited research on the topic	c, and is		
disorganized and unclear.						
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven	Type of Planned Improvement Results are Satisfactory					
Comments on Planned Improvement Results are Satisfactory						
Next Scheduled Assessment 2013-1						
Administrative or Faculty Review of this Assessment(if applicable)						
College of Science and Ma	College of Science and Mathematics					

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School		ege of Science and Mathematics				
Academic Program			e with a Major in Computer Science			
Learning Outcome		: Demonstrate an ability to implement, test, and deploy a computer-				
	_		ying current and emerging methodologies	and		
	technologie	!S.				
Semester Assessed	2012-1					
Assessment Type or Artifa		ct				
Cohort (if Applicable)	0					
Location	Carrollton C		I			
Operational Definition or I	earning Obje	ective	Students participate in a group project t			
			demonstrates their ability to implement			
			deploy a complex computer system usin	_	iar	
			and emerging methodologies and techn			
Student Sampling Process	(if applicable	2)	Students enrolled in CS 4982 for Spring 2	2012.		
Data Collection Point			CS 4982			
Student Performance Data	1					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
Excellent work which dem	onstrates cor	mprehe	ension, ability to integrate what one has le	earned, to		
investigate and solve prob	lems with fe	w mino	r problems.			
Percent of Students with E	xemplary Pe	rforma	nce	22	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
Good work which demons	trates good ι	underst	anding of the assignments, ability to comp	plete what?s		
assigned with a few minor	problems.					
Percent of Students with F	Proficient Per	forman	ice	28	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Fair work which demonstr	ates some co	mpreh	ension of the assignments with major pro	blems.		
Percent of Students with [	Developing Pe	erforma	ance	33	%	
Description of Unacceptab	le Performar	nce by a	a Student			
Poor work that is largely in	ncomplete an	d/or ha	as lots of bugs.			
Percent of Students with L	Jnacceptable	Perfor	mance	17	%	
Improvements or Changes	Based on thi	s Asses.	sment	<u> </u>		
Type of Planned Improven	nent	Currio	culum			
Comments on Planned Im	provement	Some	students did not have any experience and	d limited		
knowledge in developing a web-based application. Though						
		there	is a course offered on web technologies b	by the		
		depar	tment, it was evident that students were	not adequat	ely	
		prepa	red to complete a compreheCurriculum			

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

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School						
Academic Program		nelor of Science with a Major in Computer Science				
Learning Outcome			mental concepts of computer science, sof	tware		
· ·			ce and mathematics in the modeling and			
	computer syst	ems.		_		
Semester Assessed	2012-1					
Assessment Type or Artifa	ct Project					
Cohort (if Applicable)	0					
Location	Carrollton Can	npus				
Operational Definition or I	earning Object	ive	Students can analyze a given problem, a	and make		
			appropriate design choices in modeling	a solution to	the	
			problem.			
Student Sampling Process	(if applicable)		Students enrolled in Spring 2012 CS498	2 course.		
Data Collection Point			CS4982			
Student Performance Data	1					
Description of Exemplary R	Performance (Ex	xcee	ds Expectations) by a Student			
Excellent work which dem	onstrates comp	rehe	ension, ability to integrate what one has le	earned, to		
investigate and solve prob	lems with few r	mino	r problems.			
Percent of Students with E	xemplary Perfo	rmar	nce	22	%	
Description of Proficient P	erformance (Mo	eets	Expectations) by a Student			
Good work which demons	trates good und	derst	anding of the assignments, ability to com	plete what?s	3	
assigned with a few minor	•					
Percent of Students with F				28	%	
Description of Developing	Performance (D	Does	Not Meet) by a Student			
Work which demonstrates	some compreh	nensi	on of the assignments with major proble	ms.		
Percent of Students with D	· · ·			33	%	
Description of Unacceptab		•				
Poor work that is largely ir						
Percent of Students with L	· · · · · · · · · · · · · · · · · · ·			17	%	
Improvements or Changes						
Type of Planned Improven			culum			
Comments on Planned Imp	on Planned Improvement Some students did not have any experience and limited					
	knowledge in developing a web-based application. Though					
			is a course offered on web technologies	-		
		-	tment, it was evident that students were	not adequat	ely	
No. 1 Colored 1. 1. A	-		ared to complete a compreheCurriculum			
Next Scheduled Assessment 2013-1						

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Aca	demid	: Program and	Learning Outcome being assessed			
College or School	Colle	ge of Science	and Mathematics			
Academic Program	Bach	elor of Science	e with a Major in Computer Science			
Learning Outcome	PO-0	05: Write clear and accurate technical documents.				
Semester Assessed	2011	1-1				
Assessment Type or Artifa	ct	Portfolio				
Cohort (if Applicable)	0					
Location	Carro	rrollton Campus				
Operational Definition or I	_earni	ng Objective	Portfolio of professional and technical w	vriting in ENG	ίL	
			3405. Assessment based on students' fi	nal grades in	the	
			course.			
Student Sampling Process	(if app	olicable)	Students graduating from the B.S. in Co	mputer Scien	ce	
			program in Fall 2010.			
Data Collection Point			ENGL 3405			
Student Performance Data	1					
Description of Exemplary I	Perfor	mance (Excee	ds Expectations) by a Student			
Meets the requirements n	ecess	ary to earn a g	rade of "A" as defined by the English Dep	artment's		
evaluation criteria for 200	0-leve	l and above co	ourses			
Percent of Students with E		•		33	%	
· ·		· · · · · · · · · · · · · · · · · · ·	Expectations) by a Student			
· ·		-	rade of "B" as defined by the English Dep	artment's		
evaluation criteria for 200						
Percent of Students with F				33	%	
Description of Developing						
•		,	rade of "C" as defined by the English Dep	artment's		
evaluation criteria for 200						
Percent of Students with D		<u> </u>		33	%	
Description of Unacceptab						
		_	grade of "D" or "F" as defined by the Engli	sh Departme	nt's	
evaluation criteria for 200						
Percent of Students with L		<u> </u>		0	%	
Improvements or Changes						
Type of Planned Improven			ts are Satisfactory			
Comments on Planned Im	prove	·				
			require the types of technical writing pecu	-	uter	
			ce, including help files, software manuals,	and web		
			s.Results are Satisfactory			
Next Scheduled Assessme	nt	2012-	-1			

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School		ege of Science and Mathematics				
Academic Program			e with a Major in Computer Science			
Learning Outcome		repare and	d give effective technical presentations.			
Semester Assessed	2011-1					
Assessment Type or Artifa	ct Otl	ner (Descr	ibe in Operational Definition)			
Cohort (if Applicable)	0					
Location	Carrollto	n Campus				
Operational Definition or I	earning O	bjective	Participation in a panel discussion of sele	ected		
			professional and ethical issues like Wikil			
			privacy, and cyberwarfare. Performance	e was evaluat	ted	
			as satisfactory or unsatisfactory.			
Student Sampling Process	(if applical	ole)	Students enrolled in CS 3280 Fall 2010			
Data Collection Point			CS 3280			
Student Performance Data	1					
Description of Exemplary I	Performan	ce (Excee	ds Expectations) by a Student			
N/A						
Percent of Students with E	emplary	Performa	nce	0	%	
Description of Proficient P	erformand	e (Meets	Expectations) by a Student			
To receive a satisfactory e	valuation,	the stude	nt had to: Participate on a panel; Submit a	a journal entr	У	
that met the requirements	s; Participa	ite in ques	stioning and discussion.			
Percent of Students with F	Proficient F	erforman	ice	71	%	
Description of Developing	Performar	nce (Does	Not Meet) by a Student			
N/A						
Percent of Students with D	Developing	Performa	ance	0	%	
Description of Unacceptab	le Perforn	nance by a	a Student			
Students did not meet the	requirem	ents for a	satisfactory evaluation.			
Percent of Students with U	Jnacceptal	ole Perfor	mance	29	%	
Improvements or Changes	Based on	this Asses.	sment			
Type of Planned Improven	nent	Resul	ts are Satisfactory			
Comments on Planned Im	provemen	Condi	uct panels and discussions in other upper-	level classes		
		whos	e content motivates professional, social, a	ind ethical		
		issues. Database, software engineering, and capstone courses				
	would all be appropriate. Results are Satisfactory					
Next Scheduled Assessment 2012-1						
Administrative or Faculty I	Review of t	his Assess	sment(if applicable)			
College of Science and Ma	thematics	College of Science and Mathematics				

Learning Outcome Assessment Report University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School	College of S	llege of Science and Mathematics			
Academic Program	Bachelor of	Science	e with a Major in Computer Science		
Learning Outcome	PO-06: Appl	ly the s	cientific method in a traditional lab scienc	e.	
Semester Assessed	2011-1				
Assessment Type or Artifa	ct Other	(Descr	ibe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Carrollton C	Campus			
Operational Definition or I	Learning Obje	ective	Performance in three science courses in	tended for	
			science majors, as required by the CS pr	ogram.	
Student Sampling Process	(if applicable	)	Fall 2010 B.S. in Computer Science grade	uates	
Data Collection Point			Lab science courses		
Student Performance Data	מ				
Description of Exemplary Performance (Exceeds Expectations) by a Student					
	Course work at the A-level				
Percent of Students with E				9	%
		Meets	Expectations) by a Student		
Course work at the B-level				_	
Percent of Students with F				10	%
Description of Developing		(Does	Not Meet) by a Student		
Course work at the C-level				,	
Percent of Students with D				6	%
Description of Unacceptab		nce by a	Student		
Course work at the D- or F				1	
Percent of Students with L	<u> </u>			2	%
Improvements or Changes					
Type of Planned Improven			ts are Satisfactory		
Comments on Planned Im	provement		omponents to computer-science courses,		
3000- and 4000-level, that explicitly demonstrate and apply the					
			ific method as it pertains to computer sci		
students make the connection between what they learn in their			ineir		
lab scResults are Satisfactory  2012 1					
Next Scheduled Assessment 2012-1					
Administrative or Faculty Review of this Assessment(if applicable)  College of Science and Mathematics					
college of Science and Ma	mematics				

	Learning Outcome Assessment Report				
	University of West Georgia				
			Learning Outcome being assessed		
College or School	_	llege of Science and Mathematics			
Academic Program			e with a Major in Computer Science		
Learning Outcome	PO-03: Reco	ognize a	and analyze social, professional, and ethic	al issues and	
		ties the	ey may face as computing professionals.		
Semester Assessed	2011-1				
Assessment Type or Artifa	ct Other	(Descr	ibe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
Operational Definition or I	Learning Obje	ective	Participation in a panel discussion of sel		
			professional and ethical issues like Wikil	eaks, Facebo	ok
			privacy, and cyberwarfare. Performance	e was evaluat	ed
			as satisfactory or unsatisfactory.		
Student Sampling Process	(if applicable	)	Students enrolled in CS 3280 for Fall 2010.		
Data Collection Point			CS 3280		
Student Performance Data	Student Performance Data				
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student		
N/A					
Percent of Students with E	Exemplary Pe	rforma	nce	0	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student		
To receive a satisfactory e	valuation, the	e stude	nt had to: Participate on a panel; Submit a	a journal entr	У
·			questioning and discussion.	1	
Percent of Students with F				71	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
N/A					
Percent of Students with I	Developing Pe	erforma	ance	0	%
Description of Unacceptab	ole Performar	nce by a	a Student		
Students did not meet the	Students did not meet the requirements for a satisfactory evaluation.				
Percent of Students with U	Percent of Students with Unacceptable Performance 29 %				%
Improvements or Changes	Improvements or Changes Based on this Assessment				
Type of Planned Improven	nent	Resul	ts are Satisfactory		
Comments on Planned Im	provement	Cond	uct panels and discussions in other upper-	level classes	
		whose content motivates professional, social, and ethical			
	issues. Database, software engineering, and capstone courses			es	
	would all be appropriate.Results are Satisfactory				
Next Scheduled Assessment 2012-1					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Science and Mathematics					

Learning Outcome Assessment Report					
University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School	College of	ollege of Science and Mathematics			
Academic Program	Bachelor o	f Scien	nce with a Major in Computer Science		
Learning Outcome	PO-01: App	ply fun	damental concepts of computer scier	ice, software	j
	engineerin	g, and	mathematics in the modeling, design	, and	
	implement	tation	of computer systems of varied comple	exity; and	
	further app	ply the	se fundamental concepts to adapt to	unfamiliar	
	technolo				
Semester Assessed	2011-1				
Assessment Type or Artif	fact Proje	ct			
Cohort (if Applicable)	0				
Location	Carrollton	Campı	us		
Operational Definition o	r Learning		Students participate in a class project	ct that tests	
Objective			their ability to apply computer scien	ice, software	2
			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 Proces	s (if applical	ble)	Students enrolled in CS 4982 for Spr	ing 2010.	
Data Collection Point			CS 4982		
Student Performance Da					
			ceeds Expectations) by a Student		
			dard deviation from the mean	_	1
Percent of Students with				16	%
•		•	ets Expectations) by a Student		
contribution ranking gre		-			
Percent of Students with				37	%
Description of Developing Performance (Does Not Meet) by a Student					
contribution ranking gre	contribution ranking greater than one standard deviation below the mean				
Percent of Students with Developing Perfor			32	%	
Description of Unacceptable Performance by a Student					
contribution ranking less than one standard deviation below the mean					
Percent of Students with Unacceptable Per				16	%
Improvements or Changes Based on this Assessment					
Type of Planned Improve	·				
Comments on Planned		Resu	lts are Satisfactory		
Improvement					
Next Scheduled Assessm	ent	2012	-1		

Appendix 4 (Master of Science with Major in Biology)

	Appendix 4 (Master of Science with Major in Biology)  Learning Outcome Assessment Report				
	University of West Georgia				
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed				
College or School		llege of Science and Mathematics			
Academic Program			with a Major in Biology		
Learning Outcome			nunicate scientific information through the	ne acquisition	١,
			esentation of scientific information in wri	-	
Semester Assessed	2011-3				
Assessment Type or Artifa	ct Writte	en Assi	gnment		
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
Operational Definition or I	Learning Obje	ective	Students are assigned data from the pri	mary literatu	re
			to analyze and present.		
Student Sampling Process	(if applicable	)	All graduate students in a section are in	cluded.	
Data Collection Point			BIOL 5727 and BIOL 5729. Classes with	a significant	
			written or oral presentation wree select	ie	
Student Performance Data					
' '		`	ds Expectations) by a Student		
	o more than o	one 3 a	nd the rest 4s in the other areas of the ru	ıbric (Total =	11-
12 equivalent to grade					
Percent of Students with E				64	%
·			Expectations) by a Student		
· ·			a combination of 3s and 4s in the other a	areas of the r	ubric
(Total = 9-10 equivalent to				1.0	Loz
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				f	
			1 and a combinations of 2s, 3s, or 4s, in t	the other area	as or
•	the rubric (Total = 5-9 equivalent to grade D).				%
Percent of Students with Developing Performance 18 %  Description of Unacceptable Performance by a Student				1 / 0	
FAILS ? (total less than 5 equivalent to grade F)					
				%	
Improvements or Changes Based on this Assessment					
Type of Planned Improven			ts are Satisfactory		
	Comments on Planned Improvement   May require additional data given too few students to provide		ide		
meaningful results.Results are Satisfactory					
Next Scheduled Assessment 2012-3					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Science and Mathematics					

Learning Outcome Assessment Report University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School		ollege of Science and Mathematics			
Academic Program			with a Major in Biology		
Learning Outcome	Students wi	II comn	nunicate scientific information through th	e acquisition	,
			esentation of scientific information in wri	•	-
Semester Assessed	2011-3				
Assessment Type or Artifa	ct Writte	en Assig	gnment		
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
Operational Definition or I	Learning Obje	ctive	Students are assigned data from the pri	mary literatu	re
			to analyze and present.		
Student Sampling Process	(if applicable	)	All graduate students in a section are in	cluded.	
Data Collection Point			BIOL 5727 and BIOL 5729. Classes with	a significant	
			written or oral presentation wree seleci	e	
Student Performance Data	1				
			ds Expectations) by a Student		
EXCEEDS ? must receive no	o more than o	one 3 a	nd the rest 4s in the other areas of the ru	bric (Total = 1	11-
12 equivalent to grade					
Percent of Students with E	Percent of Students with Exemplary Performance 64 %			%	
·			Expectations) by a Student		
· ·			a combination of 3s and 4s in the other a	reas of the ru	ıbric
(Total = 9-10 equivalent to		•			
				%	
Description of Developing Performance (Does Not Meet) by a Student					
_			1 and a combinations of 2s, 3s, or 4s, in t	he other area	is of
the rubric (Total = 5-9 equ					
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 %					
Improvements or Changes Based on this Assessment					
	pe of Planned Improvement Results are Satisfactory				
Comments on Planned Improvement May require additional data given too few students to provide			de		
meaningful results.Results are Satisfactory					
Next Scheduled Assessment 2012-3					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Science and Mathematics					

	Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed					
College or School		Illege of Science and Mathematics				
Academic Program			with a Major in Biology			
Learning Outcome			nunicate scientific information through th	e acquisition		
			esentation of scientific information in wri	•		
Semester Assessed	2011-3					
Assessment Type or Artifa	ct Techr	nical Ass	signment			
Cohort (if Applicable)	0					
Location	Carrollton C	ampus				
Operational Definition or I	Learning Obje	ective	Students given a literature assignement	and question	ns	
			that assess ability to critically analyze sc	ientific		
			information			
Student Sampling Process	(if applicable	:)	Students who are enrolled in BIOL 6984	Graduate		
			Seminar			
Data Collection Point			data not collected			
Student Performance Data	Student Performance Data					
			ds Expectations) by a Student			
	n one 3 and t	he rest	4s in the other areas of the rubric (Total	= 11-12		
equivalent to grade A)						
Percent of Students with E				64	%	
•			Expectations) by a Student			
,		combir	nation of 3s and 4s in the other areas of th	ie rubric (Tot	:al =	
9-10 equivalent to grades						
				%		
Description of Developing						
		combir	nations of 2s, 3s, or 4s, in the other areas	of the rubric		
(Total = 5-9 equivalent to g	<u> </u>	_			1	
				%		
Description of Unacceptable Performance by a Student						
(total less than 5 equivalent to grade F)						
				%		
Improvements or Changes Based on this Assessment						
	ype of Planned Improvement Results are Satisfactory					
Comments on Planned Imp						
	are Satisfactory					
Next Scheduled Assessment 2011-3						
Administrative or Faculty Review of this Assessment(if applicable)						
College of Science and Ma	thematics					

Learning Outcome Assessment Report					
Information about the Ace	University of West Georgia  Information about the Academic Program and Learning Outcome being assessed				
		llege of Science and Mathematics			
College or School					
Academic Program			with a Major in Biology	l	
Learning Outcome			nunicate scientific information through t esentation of scientific information in w	•	-
Semester Assessed	2012-3	i, or pro	esentation of scientific information in w	Title ii Oi Oi ai i	01111.
Assessment Type or Artifa		resenta	ation		
Cohort (if Applicable)	0	resente	ation		
Location	Carrollton C	ampus			
Operational Definition or I			Students are assigned data from the pi	imary lieterat	ure
			to analyze and present	many meterat	
Student Sampling Process	(if applicable	)	All graduate students in the program a	re expected to	o be
			in this seminar	·	
Data Collection Point			BIOL 6984		
Student Performance Data	7				
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student		
Must receive no more tha	n one 3 and t	he rest	4s in the other areas of the rubric; (Tota	al = 11-12	
equivalent to grade A)					
Percent of Students with E	xemplary Pe	rformaı	nce	47	%
•			Expectations) by a Student		
May receive no more than	one 2 and a	combir	nation of 3s and 4s in the other areas of	the rubric; (To	tal =
9-10 equivalent to grades	-			_	_
			%		
Description of Developing Performance (Does Not Meet) by a Student					
1 '		combir	nations of 2s, 3s, or 4s, in the other areas	s of the rubric	;
(Total = 5-9 equivalent to		•		Lan	Lac
1 0			%		
•	Description of Unacceptable Performance by a Student				
Total less than 5; equivalent to grade F				Loz	
Percent of Students with Unacceptable Performance 0 %				%	
Improvements or Changes Based on this Assessment					
• • • • • • • • • • • • • • • • • • • •	e 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					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Science and Mathematics					

Learning Outcome Assessment Report					
University of West Georgia					
Information about the Acc	demic	Program and	Learning Outcome being assessed		
College or School	Colle	lege of Science and Mathematics			
Academic Program	Mast	er of Science v	with a Major in Biology		
Learning Outcome	Stude	ents will comn	nunicate scientific information through th	ne acquisition	١,
	orgar	nization, or pr	esentation of scientific information in wri	tten or oral f	orm.
Semester Assessed	2010	-1			
Assessment Type or Artifa	ct	Technical Ass	signment		
Cohort (if Applicable)	0				
Location	Carro	ollton Campus			
Operational Definition or	Learnir	ng Objective	Instruct undergraduate laboratory secti	on	
Student Sampling Process	(if app	licable)	Graduate Assistants		
Data Collection Point			BIOL 1010L, 1107L,2107L, 1108L		
Student Performance Data	ד				
Description of Exemplary	Perfori	mance (Exceed	ds Expectations) by a Student		
Student evaluations signif	icantly	above depart	mental average		
Percent of Students with E	xempl	lary Performai	nce	57	%
			Expectations) by a Student		
Student evaluations signif			<del>-</del>		
Percent of Students with Proficient Performance 14 %			%		
Description of Developing	Perfor	mance (Does	Not Meet) by a Student		
Student evaluations below	v depa	rtmental aver	age		
Percent of Students with I	Develo	ping Performa	ance	14	%
Description of Unacceptable Performance by a Student					
Student evaluations significantly below departmental average					
Percent of Students with Unacceptable Performance 14 %				%	
Improvements or Changes Based on this Assessment					
Type of Planned Improven	ment Results are Satisfactory				
Comments on Planned Im	Improvement Results are Satisfactory				
Next Scheduled Assessment 2010-3					
Administrative or Faculty Review of this Assessment(if applicable)					
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	Evaluation of students' performance on a written
	criminology that offer various ways of	assignment completed as part of CRIM 3240:
	understanding why people commit crimes.	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:

Wicasa	Learning Outcomes for this Academic F	How is this Learning Outcome measured?
1)	Students will demonstrate awareness 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.	COMM 1154 Introduction to Mass Communications - Exam Average  COMM 2254 Media Ethics – Exam/Essay Average
2)	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.	COMM 3313 Public Relations Principles – Asynchronous Discussion Average  COMM 3350 Telecommunication & Electronic Media Industries – Exam Average  COMM 3355 – Exam Average  COMM 4413 Public Relations Cases – Research Project  COMM 4414 Public Relations Management – Crisis Protocol Assignment  COMM 4454 Media Law - Research Paper/Exam Average  COMM 4484 Mass Communications Research Methods - Exam/Experiential Research Project Average
3)	Students will demonstrate ability to relate and/or apply 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.	COMM 3301 Writing & Reporting for Newspapers I  AP Quiz Average/Inverted Pyramid News Story  COMM 3351 Radio Program Production — Lab Assignments Average  COMM 3352 Fundamentals of Video Production - VO/SOT  COMM 3353 Fundamental of Film Production —

	Person/Place Portrait Assignment
	COMM 4403 Photojournalism – Technical Midterm
	COMM 4451 Public Relations Writing – Quiz/Writing/Portfolio Average
Operational Definitions	
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.	

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 Exempary or Proficient levels across
courses, and are thereby consistently meeting or exceeding programing 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	Evaluation of students' performance on a research
	theories.	paper assignment completed as part of SOCI 6305:
		Critical Social Analysis
2)	Understand and apply qualitative research	Evaluation of a research proposal assignment
	methodologies.	completed as part of SOCI 6660: Institutional
		Ethnography
3)	Understand and apply quantitative	Evaluation of students' performance on a
	research methodologies.	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

Measureable Learning Outcomes for this Academic Program:

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

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					
Information about the Aca			Learning Outcome being assessed			
College or School	College of Sc					
Academic Program			e with a Major in Criminology – Online			
Learning Outcome			main theories in criminology that offer var	rious ways c	of	
	_		people commit crimes.	,		
Semester Assessed	2012-3 and 2	2013-3	,			
Assessment Type or Artifa	ct Writte	n Assig	gnment in 2012, revised in Fall 2013			
Cohort (if Applicable)	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)			
<b>Student Sampling Process</b>	(if applicable)		All students enrolled in the course were	assessed.		
Data Collection Point			CRIM 3240 Fall 2012 N01 / CRIM 3240 F	all 2013 NO:	1	
Student Performance Data	1					
		Exceed	ds Expectations) by a Student			
Student scored 1 on the ru	ıbric					
Percent of Students with E				43 / 33	%	
		Meets	Expectations) by a Student			
Student scored 2 on the ru				T		
Percent of Students with F				30 / 46	%	
Description of Developing		(Does	Not Meet) by a Student			
Student scored 3 on the ru		_				
Percent of Students with [				12 / 10	%	
Description of Unacceptab		ce by a	a Student			
Student scored 4 on the ru		<b>D</b> (		45 /40	104	
Percent of Students with U				15 / 10	%	
Improvements or Changes						
Type of Planned Improvement  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.				a. In e nts over		
Next Scheduled Assessme		2014-				
Administrative or Faculty I	Review of this	Assess	sment(if applicable)			
College of Social Sciences						

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	College of So	ocial Sc	ciences			
Academic Program			e with a Major in Criminology - Online			
Learning Outcome	_		er options and job preparedness in crimi	nology/crim	inal	
		iding p	ursuit of advanced degrees.			
Semester Assessed	2012-3					
Assessment Type or Artifa		lio				
Cohort (if Applicable)	0					
Location	Online					
Operational Definition or	Learning Obje	ctive	Students are required to complete a co	•		
			portfolio of all assignments in the caps			
Student Sampling Process	(if applicable)		Criminology Capstone Fall 2012. All stu	dents		
			participated.			
Data Collection Point			Crim 4284 N02			
Student Performance Date		<u> </u>				
		Exceed	ds Expectations) by a Student			
Students Scored 1 on the		· C - · · · · ·		42	1 04	
Percent of Students with E				43	%	
•	•	vieets	Expectations) by a Student			
Students Scored 2 on the				I 52	1 0/	
Percent of Students with F				53	%	
Description of Developing		(Does	Not Meet) by a Student			
Students Scored 3 on the				1	0/	
Percent of Students with I				4	%	
Description of Unacceptal		ce by a	Student			
Students Scored 4 on the		D =f =			10/	
Percent of Students with U				0	%	
Improvements or Changes						
Type of Planned Improver			ts are Satisfactory - None			
Comments on Planned Improvement Results are Satisfactory - None						
Next Scheduled Assessment Fall 2014  Administrative or Faculty Review of this Assessment(if applicable)						
	Review of this	Assess	ыненціј арріісавіе <i>ј</i>			
College of Social Sciences						

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	ege or School College of Social Sciences					
Academic Program	Bachelor of	Science	e with a Major in Criminology			
Learning Outcome	_	owledge of career options and job preparedness in criminology/criminal				
	-	tice, including pursuit of advanced degrees.				
Semester Assessed	2012-3					
Assessment Type or Artifa	ct Portfo	olio				
Cohort (if Applicable)	0					
Location	Online					
Operational Definition or I	Learning Obje	ctive	Students are required to complete a cor	•		
	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					
Student Performance Data						
		(Exceed	ds Expectations) by a Student			
Students Scored 1 on the					Т.	
Percent of Students with E				36	%	
•	•	Meets	Expectations) by a Student			
Students Scored 2 on the		_		T	Т.,	
Percent of Students with F				53	%	
Description of Developing		(Does	Not Meet) by a Student			
Students Scored 3 on the		•		I a	T 0.4	
Percent of Students with [				8	%	
Description of Unacceptab		ice by a	a Student			
Students Scored 4 on the				Ι_	Τ.,	
Percent of Students with U	•			3	%	
Improvements or Changes						
Type of Planned Improven			ts are Satisfactory - None			
Comments on Planned Improvement Results are Satisfactory - None						
Next Scheduled Assessment Fall 2014						
Administrative or Faculty Review of this Assessment(if applicable)						
College of Social Sciences						

Learning Outcome Assessment Report University of West Georgia								
Information about the Aca			Learning Outcome being assessed					
College or School	College of So							
Academic Program	_	chelor of Science with a Major in Criminology						
Learning Outcome		owledge of the basic research methods in the social sciences.						
Semester Assessed	2012-3 / 2013	3-3						
Assessment Type or Artifa	ct Project	:						
Cohort (if Applicable)	0							
Location	Online							
Operational Definition or I	earning Objec	tive	Students will be evaluated on a compre and scored on a rubric regarding major research methods for criminology		ect			
Student Sampling Process	(if applicable)		One online section of research methods the fall 2012 and fall 2013, all students					
Data Collection Point			CRIM 4000					
Student Performance Data								
		Excee	ds Expectations) by a Student					
Student scored 1 on the ru								
Percent of Students with E				36 / 21	%			
		/leets	Expectations) by a Student					
Student scored 2 on the ru								
Percent of Students with F				0 / 17	%			
Description of Developing		Does	Not Meet) by a Student					
Student scored 3 on the ru		_						
Percent of Students with [				9/7	%			
Description of Unacceptab		e by a	a Student					
Student scored 4 on the ru				l /	1			
Percent of Students with L				53 / 55	%			
Improvements or Changes								
Type of Planned Improven			ple Improvements	0.4655				
sec cro scc ma As als ma eli			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.					
			ring 2013, we moved to reinforce concept ons, and integrate assignments with other red courses. CRIM 4000 was linked with c on courses to include methodological assi urriculum. In spring, the percentage of stu d at each acceptable level after the chang	r upper divisi other upper ignments acr udents who	ross			

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.					
Fall 2014					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Social Sciences					

Learning Outcome Assessment Report University of West Georgia						
Information about the Aca	idemic Pro		Learning Outcome being assessed			
College or School		of Social So				
Academic Program			e with a Major in Mass Communications			
Learning Outcome			onstrate awareness and understanding of	paramount		
J			legal/policy, and social effects issues facing	-	ce	
			d media arts, and public relations industr	-		
	role of p	le of principle personaliti				
Semester Assessed	2010-3					
Assessment Type or Artifa	Assessment Type or Artifact Written Assignment					
Cohort (if Applicable)	0					
Location	Carrollto	n Campus				
Operational Definition or I	Learning C	bjective	The Accrediting Council on Education in			
			Mass Communications (ACEJMC) purpo			
			criteria should guide assessment of stud	_		
within journalism and mass communications						
0. 1 . 0 . 11 . 0	4.6		awareness, understanding, application.	Awareness is	5	
Student Sampling Process	(if applica	ble)	Purposive Sample - One Section			
Data Collection Point			COMM 4454 - Media Law			
Student Performance Data		22 /Evana	de Fun estatione) bu e Student			
Research paper score of 9			ds Expectations) by a Student			
Percent of Students with E			nco	9	%	
			Expectations) by a Student	9	70	
Research paper score in th		•	expectations) by a Student			
Percent of Students with F			ice.	87	%	
Description of Developing				07	/0	
Research paper score in th			Not weet, by a student			
Percent of Students with D			ance	4	%	
Description of Unacceptab					1 / 0	
Research paper score of 5						
Percent of Students with U			mance	0	%	
Improvements or Changes						
	Type of Planned Improvement Results are Satisfactory					
Comments on Planned Im						
	Satisfactory					
Next Scheduled Assessme	nt	2013-	1			
Administrative or Faculty Review of this Assessment(if applicable)						
College of Social Sciences	College of Social Sciences					

University of West Georgia  Information about the Academic Program and Learning Outcome being assessed  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 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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam Average 90 or above (three exams)  Percent of Students with Exemplary Performance (Exceeds Expectations) by a Student  Exam Average 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam Average 50 or below (three exams)  Percent of Students with Developing Performance by a Student  Exam Average 50 or below (three exams)  Percent of Students with Unacceptable Performance have a Student by a Student  Exam Average 50 or below (three exams)  Percent of Students with Developing Performance by a Student  Exam Average 50 or below (three exams)  Percent of Students with Developing Performance by a Student  Exam Average 50 or below (three exams)  Percent of Students with Unacceptable Performan	Learning Outcome Assessment Report						
College of School College of Social Sciences  Academic Program Bachelor of Science with a Major in Mass Communications  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) Docation Carrollton Campus  Operational Definition or Learning Objective Within 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) Purposive Sample - One Section  Todata Collection Point  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam Average 90 or above (three exams)  Percent of Students with Exemplary Performance Meets Expectations) by a Student  Exam Average 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam Average 50 or below (three exams)  Percent of Students with Unacceptable Performance was a Student  Exam Average 50 or below (three exams)  Percent of Students with Unacceptable Performance  Type of Planned Improvement  Other  Comments on Planned Improvement  Other  Comments on Planned Improvement  Other  Comments on Planned Improvement  Other  Comments or Faculty Review of this Assessment(if applicable)		·					
Bachelor of Science with a Major in Mass Communications	-						
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							
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							
Semester Assessed 2011-3  Assessment Type or Artifact Exam  Cohort (if Applicable) 0  Location Carrollton Campus  Operational Definition or Learning Objective 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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam Average 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam Average 70 - 89 (three exams)  Percent of Students with Proficient Performance (Meets Expectations) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Stu	Learning Outcome			•			
Semester Assessed 2011-3  Assessment Type or Artifact   Exam  Cohort (if Applicable)   0  Location   Carrollton Campus  Operational Definition or Learning Objective   Mass Communications (ACEIMC) 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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam Average 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam Average 70 - 89 (three exams)  Percent of Students with Proficient Performance (Meets Expectations) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Proficient Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Droceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Droceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Droceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Droceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Studen							
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Assessment Type or Artifact   Exam   Cohort (if Applicable)   0   Location   Carrollton Campus   Operational Definition or Learning Objective   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   Student Performance Data   Description of Exemplary Performance (Exceeds Expectations) by a Student   Exam Average 90 or above (three exams)   Percent of Students with Exemplary Performance (Meets Expectations) by a Student   Exam Average 70 - 89 (three exams)   Percent of Students with Proficient Performance (Does Not Meet) by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Developing Performance (Does Not Meet) by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Developing Performance by a Student   Exam Average 59 or below (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 59 or below (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 59 or below (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Unacceptable Performance by a Student   Exam Average 60 - 69 (three exams)   Percent of Students with Un		•					
Cohort (if Applicable)  Location  Carrollton Campus  Operational Definition or Learning Objective  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  COMM 1154 - Introduction to Mass Communications  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam Average 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam Average 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam Average 59 or below (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance (Does Not Meet) by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance (Does Not Meet)  Reduce student to teacher ratio for junior faculty members to heighten student engagementOther  Next Scheduled Assessment  2012-3  Administrative or Faculty Review of this Assessment(if applicable)							
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Student Sampling Process (if applicable)       Purposive Sample - One Section         Data Collection Point       COMM 1154 - Introduction to Mass Communications         Student Performance Data         Description of Exemplary Performance (Exceeds Expectations) by a Student         Exam Average 90 or above (three exams)         Percent of Students with Exemplary Performance (Meets Expectations) by a Student         Exam Average 70 - 89 (three exams)         Percent of Students with Proficient 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       %         Improvements or Changes Based on this Assessment         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         Administrative or Faculty Review of this Assessment(if applicable)			-				
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Percent of Students with Exemplary Performance  Description of Proficient Performance (Meets Expectations) by a Student  Exam Average 70 - 89 (three exams)  Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Developing Performance  Percent of Students with Developing Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable			•	us expectations) by a student			
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Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Exam Average 60 - 69 (three exams)  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  17 %  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Comments on Planned Improvement  Reduce student to teacher ratio for junior faculty members to heighten student engagementOther  Next Scheduled Assessment  2012-3  Administrative or Faculty Review of this Assessment(if applicable)	•	•	ivieets	expectations) by a Student			
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Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  Percent of Planned Improvement  Type of Planned Improvement  Comments on Planned Improvement  Reduce student to teacher ratio for junior faculty members to heighten student engagementOther  Next Scheduled Assessment  Administrative or Faculty Review of this Assessment(if applicable)					1 40	1 70	
Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Comments on Planned Improvement  Reduce student to teacher ratio for junior faculty members to heighten student engagementOther  Next Scheduled Assessment  Administrative or Faculty Review of this Assessment(if applicable)			DOCS	Not weet, by a student			
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Exam Average 59 or below (three exams)  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Comments on Planned Improvement  Reduce student to teacher ratio for junior faculty members to heighten student engagementOther  Next Scheduled Assessment  2012-3  Administrative or Faculty Review of this Assessment(if applicable)					1,	1 /0	
Percent of Students with Unacceptable Performance 24 %  Improvements or Changes Based on this Assessment  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  Administrative or Faculty Review of this Assessment(if applicable)	· · · · · · · · · · · · · · · · · · ·			. Jeagent			
Improvements or Changes Based on this Assessment         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         Administrative or Faculty Review of this Assessment(if applicable)		•		mance	24	<b>%</b>	
Type of Planned Improvement Comments on Planned Improvement Reduce student to teacher ratio for junior faculty members to heighten student engagementOther  Next Scheduled Assessment 2012-3 Administrative or Faculty Review of this Assessment(if applicable)							
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Next Scheduled Assessment 2012-3 Administrative or Faculty Review of this Assessment(if applicable)					.,		
Administrative or Faculty Review of this Assessment(if applicable)							
	Administrative or Faculty Review of this Assessment(if applicable)						
College of Social Sciences	College of Social Sciences	,					

Learning Outcome Assessment Report University of West Georgia						
Information about the Aca	idemic P		Learning Outcome being assessed			
College or School		e of Social Sc				
Academic Program			e with a Major in Mass Communications			
Learning Outcome			onstrate ability to relate and apply conce	ots, theory, a	and	
ŭ			ples to create, develop, produce, and/or	•		
			alism, film and media arts, and public rel			
	commi	unications fo	or converging traditional, digi			
Semester Assessed	2012-3					
Assessment Type or Artifact Written Assignment						
Cohort (if Applicable)	0					
Location	Carroll	ton Campus				
Operational Definition or I	Learning	Objective	The Accrediting Council on Education in	n Journalism	and	
			Mass Communications (ACEJMC) purpo	rts that thre	e	
criteria should guide assessment of student learning					g	
within journalism and mass communications						
			awareness, understanding, application.	Awareness	is	
Student Sampling Process	(if appli	cable)	Purposive Sample - One Section			
Data Collection Point			COMM 4451 - Public Relations Writing			
Student Performance Data						
			ds Expectations) by a Student			
		-	uiz and writing samples averages)		T	
Percent of Students with E	•	•		7	%	
•		•	Expectations) by a Student			
	•	•	z and writing samples averages)		T	
Percent of Students with F				86	%	
Description of Developing						
	•	•	and writing samples averages)		_	
Percent of Students with D				7	%	
Description of Unacceptab						
Average of 59 or below (co		•			1.	
Percent of Students with U				0	%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven			ts are Satisfactory			
Comments on Planned Improvement Results are Satisfactory						
Next Scheduled Assessment 2012-1						
Administrative or Faculty Review of this Assessment(if applicable)						
College of Social Sciences						

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	demic Program and	Learning Outcome being assessed			
College or School	College of Social So	ciences			
Academic Program	Bachelor of Science	e with a Major in Mass Communications			
Learning Outcome		onstrate ability to relate and apply concep	•	nd	
	•	ples to create, develop, produce, and/or v			
	•	alism, film and media arts, and public rela	ations		
Semester Assessed	2012-3	or converging traditional, digi			
Assessment Type or Artifa					
Cohort (if Applicable)	0				
Location	Carrollton Campus	·			
Operational Definition or I	<u> </u>	The Accrediting Council on Education in	Journalism a	nd	
,	Ŭ,	Mass Communications (ACEJMC) purpo			
criteria should guide assessment of student learning					
		within journalism and mass communica	tions		
		awareness, understanding, application.			
Student Sampling Process	(if applicable)	All students were assessed for one secti		/as	
		their performance on their final media production			
project, with no outliers					
Data Collection Point		COMM 3352 - Fundamentals of Video P	roduction		
Student Performance Data  Description of Exemplary I		ds Expectations) by a Student			
	·	oject. The score for the project comprise	d technical a	nd	
aesthetic points and an ev	•		a teemmear a	114	
Percent of Students with E	_		68	%	
	· · · · · · · · · · · · · · · · · · ·	Expectations) by a Student			
Earned a B or C (70% -89.9	9%) on Final Group P	Project. The score for the project compris	ed technical a	and	
aesthetic points and an ev	aluation of investiga	atory thoroughness.			
Percent of Students with F			32	%	
Description of Developing					
1	• •	ct. The score for the project comprised to	echnical and		
aesthetic points and an ev	_			10/	
Percent of Students with Description of Unasceptable			0	%	
Description of Unacceptab	•	roject. The score for the project comprise	nd tachnical s	and	
aesthetic points and an ev	•		eu tecimicai a	illu	
Percent of Students with L	_		0	%	
Improvements or Changes					
Type of Planned Improven		ts are Satisfactory			
Comments on Planned Im		the metric used in this evaluation referer	nces group		
	creati	ive work in a fundamental skills course, th	e better met	ric	
		e next evaluation will be a mid-term exan			
		ures individual students understanding of	important		
N . C		nical and theResults are Satisfactory			
Next Scheduled Assessme	nt 2013-	-3			

Learning Outcome Assessment Report University of West Georgia					
Information about the Acc	ademic Proar		Learning Outcome being assessed		
College or School	College of S				
Academic Program			e with a Major in Mass Communications		
Learning Outcome			onstrate awareness and understanding of	paramount	
			legal/policy, and social effects issues faci	•	nce
			d media arts, and public relations industr	-	
	role of prin		•	•	
Semester Assessed	2013-1				
Assessment Type or Artifa	Assessment Type or Artifact Exam				
Cohort (if Applicable) 0					
Location Carrollton Campus					
Operational Definition or I	Operational Definition or Learning Objective				
			The Accrediting Council on Education in	Journalism a	and
			Mass Communications (ACEJMC) purpo	rts that three	ة
			criteria should guide assessment of stud	dent learning	
			within journalism and mass communica	tions awar	e
Student Sampling Process	(if applicable	e)	Spring 2013		
Data Collection Point COMM 4454-Media Law					
Student Performance Data	ד				
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student		
Students who averaged 90	0% or higher				
Percent of Students with E				6	%
Description of Proficient P	erformance	(Meets	Expectations) by a Student		
Students who averaged be	etween 70-8	9%.			
Percent of Students with F	Proficient Pe	rforman	nce	60	%
Description of Developing	Performanc	e (Does	Not Meet) by a Student		
Students who averaged be					
Percent of Students with I	Developing P	erforma	ance	20	%
Description of Unacceptab	ole Performa	nce by a	a Student		
Students who averaged 59	9% and belov	Ν.			
Percent of Students with U	Jnacceptable	e Perfor	mance	14	%
Improvements or Changes	Based on th	is Asses	sment		
Type of Planned Improven	nent	Resul	ts are Satisfactory		
Comments on Planned Im	provement	Even	though 12 students, 34.28% of the stude	nt sample ear	rned
		a D or F on the assessment, the assessment average is 72.63%,			
			n is an acceptable percentage for the rigo	r of this	
			e.Results are Satisfactory		
Next Scheduled Assessme		2013-			
Administrative or Faculty I	Review of thi	is Assess	sment(if applicable)		
College of Social Sciences					

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School		lege of Social Sciences						
Academic Program	_		e with a Major in Mass Communications					
Learning Outcome			onstrate understanding of paramount eco	onomic, ethic	cal,			
ŭ			ocial effects issues facing convergence join		-			
	media arts,	arts, and public relations industries, as well as the role of principle						
	personalitie	es and s	takeho					
Semester Assessed	2012-3							
Assessment Type or Artifa	ct Othe	r (Descr	ibe in Operational Definition)					
Cohort (if Applicable)	0							
Location	Carrollton (	Campus						
Operational Definition or I	Learning Obj	ective	The Accrediting Council on Education in					
			Mass Communications (ACEJMC) purpo					
			criteria should guide assessment of stu		g			
			within journalism and mass communica					
			awareness, understanding, application.	Awareness	is			
Student Sampling Process	(if applicable	<u>e)</u>	Purposive Sample - One Section					
Data Collection Point			COMM 2254 - Media Ethics					
Student Performance Data		•=						
		•	ds Expectations) by a Student					
Average of 90 or above (co		•						
Percent of Students with E				36	%			
•		•	Expectations) by a Student					
Average in the range of 70	•				1 0/			
Percent of Students with F				61	%			
Description of Developing								
Average in the range of 60					1 0/			
Percent of Students with [				3	%			
Description of Unacceptab								
Average of 59 or below (co		•			0/			
	Percent of Students with Unacceptable Performance 0 %							
Improvements or Changes		_						
Type of Planned Improvement Results are Satisfactory  Comments on Planned Improvement Results are Satisfactory								
			ts are Satisfactory					
Next Scheduled Assessment 2013-3								
Administrative or Faculty Review of this Assessment(if applicable)								
College of Social Sciences								

	Learning Outcome Assessment Report							
Information about the Academi	University of West Georgia  Information about the Academic Program and Learning Outcome being assessed							
	lege of Social Sciences							
<u> </u>	_	e with a Major in Mass Communications						
		onstrate ability to relate and apply conce	nts theory :	and				
_		ples to create, develop, produce, and/or	•	ווג				
·	•	alism, film and media arts, and public re						
	-	or converging traditional, digi						
Semester Assessed 2013		0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						
Assessment Type or Artifact	Technical As	signment						
Cohort (if Applicable) 0								
	ollton Campus		-					
Operational Definition or Learn	ing Objective	The student will develop an understan	ding of the b	asic				
		equipment, terminology, and production	on technique	!S				
		used in radio production through three	lab assignm	ents				
		utilizing radio program production tech	ınology.					
		The Accrediting Council on Education i	n Journ					
Student Sampling Process (if ap	plicable)	Fall 2012						
Data Collection Point		COMM 3351-Radio Program Productio	n					
Student Performance Data	<u> </u>							
Description of Exemplary Performance		ds Expectations) by a Student						
Students who averaged 90% or				1				
Percent of Students with Exemp	-		44	%				
Description of Proficient Perform		Expectations) by a Student						
Students who averaged betwee								
Percent of Students with Profici			50	%				
Description of Developing Perfo		Not Meet) by a Student						
Students who averaged betwee		2000		0/				
Percent of Students with Develo			0	%				
Description of Unacceptable Pe		a Student						
Students who averaged 59% an		manaa	6	%				
Percent of Students with Unacc	•		D	70				
Improvements or Changes Base Type of Planned Improvement		ts are Satisfactory						
Comments on Planned Improve		6% in Unacceptable category equals a fr	equency of o	ne				
Comments of Flammed Improve		ent who did not complete 2 of 3 lab assig						
		·	ciico.itcou					
are Satisfactory  Next Scheduled Assessment 2013-2								
Next Scheduled Assessment		Administrative or Faculty Review of this Assessment(if applicable)						
Next Scheduled Assessment  Administrative or Faculty Review								

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School		ege of Social Sciences						
Academic Program			e with a Major in Mass Communications					
Learning Outcome			onstrate ability to relate and apply conce	pts, theory, a	and			
, and the second		sional principles to create, develop, produce, and/or write						
	-	gence journalism, film and media arts, and public relations						
	_	-	or converging traditional, digi					
Semester Assessed	2012-3							
Assessment Type or Artifa	ct Oth	er (Descr	ribe in Operational Definition)					
Cohort (if Applicable)	0							
Location	Carrollto	n Campus						
Operational Definition or I	earning O	bjective	The Accrediting Council on Education in	n Journalism	and			
			Mass Communications (ACEJMC) purpo	orts that thre	e			
			criteria should guide assessment of stu-	dent learning	g			
			within journalism and mass communica	ations				
			awareness, understanding, application.	Awareness	is			
Student Sampling Process	(if applical	ole)	Purposive Sample - One Section					
Data Collection Point			COMM 3301 - Writing & Reporting for	Newspapers	l			
Student Performance Data								
			ds Expectations) by a Student					
			ercise, exams, and semester project)					
Percent of Students with E				50	%			
•		•	Expectations) by a Student					
	•		class exercise, exams, and semester proje	•				
Percent of Students with F				50	%			
Description of Developing								
			class exercise, exams, and semester proje					
Percent of Students with [				0	%			
Description of Unacceptab		<u> </u>						
			ercise, exams, and semester project)					
Percent of Students with U				0	%			
Improvements or Changes								
Type of Planned Improvement Results are Satisfactory								
Comments on Planned Im			ts are Satisfactory					
Next Scheduled Assessme		2013-						
Administrative or Faculty Review of this Assessment(if applicable)								
College of Social Sciences								

Learning Outcome Assessment Report University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School	1	ege of Social Sciences					
Academic Program			e with a Major in Mass Communications				
Learning Outcome			onstrate ability to relate and apply concep	ts, theory, ar	nd		
	professiona	l princi <sub>l</sub>	ples to create, develop, produce, and/or v	write			
	convergence	e journ	alism, film and media arts, and public rela	ations			
	communica	tions fo	or converging traditional, digi				
Semester Assessed	2011-1						
Assessment Type or Artifa	ct Other	(Descr	ibe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or I	Learning Obje	ective	The Accrediting Council on Education in	Journalism a	nd		
			Mass Communications (ACEJMC) purpor				
			criteria should guide assessment of stud	_			
			within journalism and mass communica				
			awareness, understanding, application.	Awareness i	S		
Student Sampling Process	(if applicable	)	Purposive Sample - One Section				
Data Collection Point			COMM 3301 - Writing & Reporting for N	lewspapers I			
Student Performance Data							
		(Exceed	ds Expectations) by a Student				
Quiz average of 90 or above							
Percent of Students with E				20	%		
•	•	Meets	Expectations) by a Student				
Quiz average in the range							
Percent of Students with F				47	%		
Description of Developing		(Does	Not Meet) by a Student				
Quiz average in the range							
Percent of Students with D				20	%		
Description of Unacceptab		nce by a	a Student				
Quiz average of 59 or belo							
Percent of Students with U	<u> </u>			13	%		
Improvements or Changes							
Type of Planned Improven		Pedag					
Comments on Planned Im	provement		edicate more class time to and assignmen	nts on Assoca	ited		
			practice exercisesPedagogy				
Next Scheduled Assessme		2012-					
Administrative or Faculty I	Review of this	Assess	sment(if applicable)				
College of Social Sciences							

	Learning Outcome Assessment Report							
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed								
College or School	_	lege of Social Sciences						
Academic Program			e with a Major in Mass Communications					
Learning Outcome			onstrate awareness of paramount econon					
		•	ocial effects issues facing convergence jou					
		•	blic relations industries, as well as the rol	e or principle	!			
Semester Assessed	2012-3	ies anu s	takeholder					
Assessment Type or Artifa		<u> </u>						
Cohort (if Applicable)		11						
Location	Carrollton	Campus						
Operational Definition or I			The Accrediting Council on Education in	Journalism a	nd			
Operational Definition of 1	Learning Or	jective	Mass Communications (ACEJMC) purpo					
			criteria should guide assessment of stud					
			within journalism and mass communica					
			awareness, understanding, application.		S			
Student Sampling Process	(if applicab	le)	Purposive Sample - One Section					
Data Collection Point	<u> </u>	<u>,                                      </u>	COMM 1154 - Introduction to Mass Cor	nmunications	 S			
Student Performance Data	7							
Description of Exemplary I	Performanc	e (Excee	ds Expectations) by a Student					
Exam Average 90 or above	three exa	ms)						
Percent of Students with E	xemplary P	erforma	nce	36	%			
Description of Proficient P	erformance	(Meets	Expectations) by a Student					
Exam Average 70 - 89 (thr	ee exams)							
Percent of Students with F	Proficient Pe	erforman	nce	61	%			
Description of Developing	Performan	ce (Does	Not Meet) by a Student					
Exam Average 60 - 69 (thr	ee exams)							
Percent of Students with I	Developing	Performa	ance	2	%			
Description of Unacceptab	ole Perform	ance by a	a Student					
Exam Average 59 or below	ı (three exa	ms)						
Percent of Students with Unacceptable Performance 1 %								
Improvements or Changes								
Type of Planned Improvement Results are Satisfactory								
Comments on Planned Improvement Results are Satisfactory								
Next Scheduled Assessme		2013-						
Administrative or Faculty Review of this Assessment(if applicable)								
College of Social Sciences								

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School		lege of Social Sciences						
Academic Program			e with a Major in Mass Communications					
Learning Outcome			onstrate awareness of paramount econon	nic, ethical,				
		/policy, and social effects issues facing convergence journalism, film and						
	media a	ia arts, and public relations industries, as well as the role of principle						
	persona	lities and s	takeholder					
Semester Assessed	2011-3							
Assessment Type or Artifa	ct Ex	am						
Cohort (if Applicable)	0							
Location	Online							
Operational Definition or I	_earning (	Objective	The Accrediting Council on Education in					
			Mass Communications (ACEJMC) purpor					
			criteria should guide assessment of stud	_	,			
			within journalism and mass communica					
			awareness, understanding, application. Awareness is					
Student Sampling Process	(if applica	able)	Purposive Sample - One Section					
Data Collection Point			COMM 1154 Online - Introduction to Mass					
C. 1 . D. C			Communications					
Student Performance Data		/F	de Consertations) have Charles					
		•	ds Expectations) by a Student					
Exam Average 90 or above		•	200	12	%			
Percent of Students with E			Expectations) by a Student	13	70			
Exam Average 70 -89 (three		ce (ivieets	Expectations) by a Student					
Percent of Students with F		Dorforman	nco	77	%			
Description of Developing				11				
Exam Average 60-69 (three		ince (Does	Not Meet, by a student					
Percent of Students with D		g Performa	ance	3	%			
Description of Unacceptab				3	1 /0			
Exam Average 59 or below			Judaciii					
Percent of Students with U			mance	7	%			
Improvements or Changes				·	1,0			
Type of Planned Improven			ts are Satisfactory					
Comments on Planned Improvement  Three students (10%) averaged 60 or below, two of which due					due			
			complete examsResults are Satisfactory					
Next Scheduled Assessme	nt	2012-						
Administrative or Faculty Review of this Assessment(if applicable)								
College of Social Sciences								

Information about the Academic Program and Learning Outcome being assessed	Learning Outcome Assessment Report University of West Georgia							
College or School 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 Cohort (if Applicable)  Operational Definition or Learning Objective  Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operational Definition or Learning Objective Operation of Education in Journalism and Mass Communications Operation of Students of Students of Students Operation of Students of S	·							
Bachelor of Science with a Major in Mass Communications								
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								
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					nic, ethical,			
Semester Assessed 201-1  Assessment Type or Artifact Exam  Chordr (if Applicable) 0  Location Online  Operational Definition or Learning Objective Operation of Student Earning Within journalism and Mass Communications Operation Operations Operation Operati	ŭ			·		and		
Semester Assessed 2011-1  Assessment Type or Artifact Exam  Cohort (if Applicable) 0  Operational Definition or Learning Objective Operation of Student Sampling Process (if applicable) Purposive Sample - One Section Operation Operation Operation of Definition Operation or Operation of Definition Operation of Students With Exemplary Performance (Exceeds Expectations) by a Student Operation of Proficient Performance Operation Operation of Proficient Performance Operation Operation of Operation Oper		media arts	and pu	blic relations industries, as well as the rol	e of principle	)		
Assessment Type or Artifact   Exam   Cohort (if Applicable)   0   Indication   Online   Operational Definition or Learning Objective   Wass 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		personaliti	es and s	takeholder				
Cohort (if Applicable)  Location  Online  Operational Definition or Learning Objective Operation Operation Definition Definition Definition Definition Operation Definition Definition Definition Definition Operation Definition Operation Definition Operation	Semester Assessed	2011-1						
Cocation	Assessment Type or Artifa	ct Exam	1					
Operational Definition or Learning Objective 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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of Students with Unacceptable Performance by a Student  Exam average of Students with Unacceptable Performance by a Student  Exam average of Students with Unacceptable Performance by a Student  Exam average of Students with Unacceptable Performance by a Student  Exam average of Students with Unacceptable Performance and this Assessment  Type of 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  Administrative or Faculty Review of this Assessment(if applicable)	Cohort (if Applicable)	0						
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  COMM 1154 Online - Introduction to Mass Communications  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Meets Expectations) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of Students with Unacceptable Performance  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  Administrative or Faculty Review of this Assessment(if applicable)	Location	Online						
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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Performance by a Student  Exam average of 59 or below  Percent of Students with Developing Performance by a Student  Exam average of 59 or below  Percent of Students with Performance by a Student  Exam average of 59 or below  Performance by a Student  E	Operational Definition or I	Learning Obj	ective	•				
within journalism and mass communications awareness, understanding, application. Awareness is  Student Sampling Process (if applicable)  Data Collection Point  COMM 1154 Online - Introduction to Mass Communications  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam average of 59 or below  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 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  Administrative or Faculty Review of this Assessment(if applicable)								
Student Sampling Process (if applicable)  Data Collection Point  COMM 1154 Online - Introduction to Mass Communications  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  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  Administrative or Faculty Review of this Assessment(if applicable)				9	•			
Student Sampling Process (if applicable)  Data Collection Point  COMM 1154 Online - Introduction to Mass Communications  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  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  Administrative or Faculty Review of this Assessment(if applicable)				•				
Data Collection Point  COMM 1154 Online - Introduction to Mass Communications  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance  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  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  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Results are Satisfactory  Comments on Planned Improvement  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  Administrative or Faculty Review of this Assessment(if applicable)					Awareness i	S		
Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance (Does Not Meet)  Percent of Students with Unacceptable Performance (Does Not Meet)  Percent of Students with Unacceptable Performance (Does Not Meet)  Type of Planned Improvement (Does Not Meet)  Results are Satisfactory  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 (11%), averaged 60-69, two of which were less than a percentage point away from earning a C. Results are Satisfactory		(if applicable	e)					
Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Meets Expectations) by a Student  Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance (Does Not Meet) by a Student  Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance by a Student  Exam average of 59 or below  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 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  Administrative or Faculty Review of this Assessment(if applicable)	Data Collection Point							
Description of Exemplary Performance (Exceeds Expectations) by a Student  Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance  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  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  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Exam average of 59 or below  Percent of Students with Unacceptable Performance  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  Administrative or Faculty Review of this Assessment(if applicable)	0. 1 2. (			Communications				
Exam average of 90 or above (three exams)  Percent of Students with Exemplary Performance  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  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  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  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  Administrative or Faculty Review of this Assessment(if applicable)	•		/=					
Percent of Students with Exemplary Performance  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  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  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  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  Administrative or Faculty Review of this Assessment(if applicable)			•	ds Expectations) by a Student				
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  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  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  Results are Satisfactory  Type of Planned Improvement  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  Administrative or Faculty Review of this Assessment(if applicable)		•	•			Το.		
Exam average in the range of 70 - 89 (three exams)  Percent of Students with Proficient Performance  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  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  Results are Satisfactory  Type of Planned Improvement  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  Administrative or Faculty Review of this Assessment(if applicable)					11	%		
Percent of Students with Proficient Performance  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  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  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  Administrative or Faculty Review of this Assessment(if applicable)								
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  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  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  Administrative or Faculty Review of this Assessment(if applicable)				•	70	Ι ο/		
Exam average in the range of 60 - 69 (three exams)  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  O  Improvements or Changes Based on this Assessment  Type of Planned Improvement  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  Administrative or Faculty Review of this Assessment(if applicable)					79	%		
Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Exam average of 59 or below  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory  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  Administrative or Faculty Review of this Assessment(if applicable)			•					
Description of Unacceptable Performance by a Student  Exam average of 59 or below  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 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  Administrative or Faculty Review of this Assessment(if applicable)					11	0/		
Exam average of 59 or below  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory  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  Administrative or Faculty Review of this Assessment(if applicable)					11	70		
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 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  Administrative or Faculty Review of this Assessment(if applicable)			nce by a	a Student				
Improvements or Changes Based on this AssessmentType of Planned ImprovementResults are SatisfactoryComments on Planned ImprovementThree students (11%), averaged 60-69, two of which were less than a percentage point away from earning a C.Results are SatisfactoryNext Scheduled Assessment2011-3Administrative or Faculty Review of this Assessment(if applicable)			Dorfor	manco	I 0	0/		
Type of Planned Improvement  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  Administrative or Faculty Review of this Assessment(if applicable)		·			U	/0		
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  Administrative or Faculty Review of this Assessment(if applicable)								
than a percentage point away from earning a C.Results are Satisfactory  Next Scheduled Assessment 2011-3  Administrative or Faculty Review of this Assessment(if applicable)					which were la	255		
Next Scheduled AssessmentSatisfactoryAdministrative or Faculty Review of this Assessment(if applicable)	Comments on Flammed IIII	provement				-33		
Next Scheduled Assessment 2011-3 Administrative or Faculty Review of this Assessment(if applicable)					coalco al C			
Administrative or Faculty Review of this Assessment(if applicable)	Next Scheduled Assessmen	nt						
	College of Social Sciences							

Learning Outcome Assessment Report							
University of West Georgia							
-			Learning Outcome being assessed				
College or School	College of						
Academic Program			e with a Major in Mass Communications				
Learning Outcome		ents will demonstrate awareness and understanding of paramount					
			legal/policy, and social effects issues facing	-			
			d media arts, and public relations industri	ies, as weil a	is the		
Semester Assessed	role of prir 2011-1	icipie pe	ersonanti				
Assessment Type or Artifa		ten Assi	gnment				
Cohort (if Applicable)	0	ten Assig	giiiieiit				
Location	Online						
Operational Definition or I		iective	The Accrediting Council on Education in	lournalism	and		
Sperational Definition of 1	Learning Ob	Jective	Mass Communications (ACEJMC) purpor				
			criteria should guide assessment of stud				
			within journalism and mass communica		,		
			awareness, understanding, application.		is		
Student Sampling Process	(if applicabl	e)	Purposive Sample - One Section				
Data Collection Point			COMM 3313 - Public Relations Principle	S			
Student Performance Data	ז						
Description of Exemplary I	Performance	e (Excee	ds Expectations) by a Student				
Discussion post average of	f 90 or abov	e					
Percent of Students with E	xemplary P	erforma	nce	0	%		
Description of Proficient P	erformance	(Meets	Expectations) by a Student				
Discussion post average in	the range o	of 70 - 89	9				
Percent of Students with F	Proficient Pe	rforman	nce	70	%		
Description of Developing	Performano	e (Does	Not Meet) by a Student				
Discussion post average in							
Percent of Students with I				0	%		
Description of Unacceptab		-	a Student				
Discussion post average of	f 59 or belov	٧			1		
Percent of Students with L				4	%		
Improvements or Changes							
Type of Planned Improven			ts are Satisfactory				
Comments on Planned Im							
			omplete several assignments.Results are S	Satisfactory			
Next Scheduled Assessme		2012-					
Administrative or Faculty I	Review of th	is Assess	sment(if applicable)				
College of Social Sciences							

	Learning Outcome Assessment Report						
University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School		ege of Social Sciences					
Academic Program			e with a Major in Mass Communications				
Learning Outcome			onstrate awareness and understanding of	•			
			legal/policy, and social effects issues facing	-			
			d media arts, and public relations industri	ies, as well as	the		
		f principle pe	rsonaliti				
Semester Assessed	2012-						
Assessment Type or Artifa		Exam					
Cohort (if Applicable)	0						
Location	Online		I <del>-</del>	· · ·			
Operational Definition or I	Learnin	g Objective	Twelve timed quizzes over the course of	t the semeste	r.		
			The Assuradition Council on Education in	la uma aliana a	ام ما		
			The Accrediting Council on Education in				
			Mass Communications (ACEJMC) purpor				
			criteria should guide assessment of stud within journalism and mass communica	_			
Student Sampling Process	lif ann	licable)	Fall 2012				
Student Sampling Process  Data Collection Point	(II appi	псавтеј	COMM 3355-Media Programming & Ma	nagament			
Student Performance Data	γ		COMINI 3333-Media Programming & Ma	inagement			
•		nance (Exceed	ds Expectations) by a Student				
Student who earned 90 or			ao Emportationo, o y a octadom				
Percent of Students with E		<u> </u>	nce	25	%		
		-	Expectations) by a Student				
Students who earned 70-8		•					
Percent of Students with F		•	ice	58	%		
Description of Developing	Perfori	mance (Does	Not Meet) by a Student	•			
Students who earned 60-6	69 quiz	points.					
Percent of Students with D	Develop	oing Performa	ance	8	%		
Description of Unacceptab	ole Perf	ormance by a	Student	•			
Students who earned 59 p	oints o	r less quiz po	ints.				
Percent of Students with U	Jnacce	ptable Perfor	mance	8	%		
Improvements or Changes	Based	on this Asses	sment				
Type of Planned Improven	nent	Resul	ts are Satisfactory				
Comments on Planned Im	proven		that 8% in each of the latter two categori	•			
		student who did not complete all quizzes.Results are					
			actory				
Next Scheduled Assessment 2013-3							
Administrative or Faculty Review of this Assessment(if applicable)							
College of Social Sciences							

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School	College of S	ege of Social Sciences						
Academic Program	Master of A	ter of Arts with a Major in Sociology						
Learning Outcome	Understand	and ap	pply sociological theories.					
Semester Assessed	2012-3							
Assessment Type or Artifa	ct Writte	en Assi	gnment					
Cohort (if Applicable)	0							
Location	Carrollton C	ampus						
Operational Definition or I	earning Obje	ctive	Students submitted a 5-7 page research	paper in w	hich 'hich			
			they were required to critically and com	paratively				
			engage a social theorist of their choosing					
			combination of primary and secondary s					
Student Sampling Process	(if applicable	)	The entire Fall 2012 SOCI 6305 class was					
			is only one section of the course. The sa	•	ıall			
			because our graduate classes tend to be small.					
Data Collection Point			SOCI 6305					
Student Performance Data								
			ds Expectations) by a Student					
			ong understanding of Sociological Theory	ı	1			
Percent of Students with E				69	%			
•	•		Expectations) by a Student					
Students who earned a B	demonstrated	d an ad	equate understanding of Sociological Theo	ory.				
Percent of Students with F				7	%			
Description of Developing								
			imum understanding of Sociological Theo					
Percent of Students with [				0	%			
Description of Unacceptab								
			gible understanding of Sociological Theor	i -				
1					%			
Improvements or Changes								
	Type of Planned Improvement Results are Satisfactory							
Comments on Planned Im			ts are Satisfactory					
Next Scheduled Assessme		2014-						
	Administrative or Faculty Review of this Assessment(if applicable)							
College of Social Sciences								

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca			Learning Outcome being assessed		
College or School	College of S	ocial Sc	ciences		
Academic Program	Master of A	rts with	n a Major in Sociology		
Learning Outcome	Understand	and ap	pply sociological theories.		
Semester Assessed	2011-1				
Assessment Type or Artifa	ct Writte	en Assi	gnment		
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
Operational Definition or I	Learning Obje	ctive	Students will be assessed on a research	paper and	
			scored on a rubric based on their unders	standing of	
			sociological theories.		
Student Sampling Process	(if applicable	)	Students were enrolled in a required 60	00 level theoi	ſy
			course.		
Data Collection Point			SOCI 6305		
Student Performance Data					
	Performance	(Exceed	ds Expectations) by a Student		
Rubric score of 1.				T	1
Percent of Students with E				70	%
·	erformance (	Meets	Expectations) by a Student		
Rubric score of 2.				T	1
Percent of Students with F				30	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Rubric score of 3.				T	1
Percent of Students with D				0	%
Description of Unacceptab	ole Performan	ice by a	a Student		
Rubric score of 4.				<u> </u>	1
Percent of Students with U	<u>.</u>			0	%
Improvements or Changes					
Type of Planned Improven		Pedag			
Comments on Planned Im	provement		ase familiarity of concepts by way of class		
			en evaluations, and examination.Pedagogy	/	
Next Scheduled Assessment 2012-3					
Administrative or Faculty Review of this Assessment(if applicable)					
College of Social Sciences					

	Learning Outcome Assessment Report University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed								
College or School	College of S							
Academic Program			y: Consciousness and Society					
Learning Outcome	•		,					
Semester Assessed	2011-1							
Assessment Type or Artifa	ct							
Cohort (if Applicable)	0							
Location	Carrollton C	ampus						
Operational Definition or I	Learning Obje	ctive	Students will acquire understanding and	d application	of			
			the intersection of Consciousness and S	ociety in				
			classroom performance and research w	ith faculty				
Student Sampling Process	(if applicable	)	All students are selected					
Data Collection Point			PSYC 8000 Consciousness and Experience	ce				
Student Performance Data								
		•	ds Expectations) by a Student					
			ed expectations based on all doctoral cou	ırses combine	ed			
and their publications and					ı			
Percent of Students with E				41	%			
	·		Expectations) by a Student					
			pectations based on performance in all do	octoral course	es			
combined and their public					1			
Percent of Students with F				54	%			
Description of Developing								
			ectations in several doctoral courses	T _	1			
Percent of Students with D				5	%			
Description of Unacceptab	ole Performan	ice by a	a Student					
NA					1			
Percent of Students with L				0	%			
Improvements or Changes								
Type of Planned Improven			ts are Satisfactory					
Comments on Planned Imp	provement		s point our results are satisfactory based		and			
			ewness of the program. We are still in a s					
		continuous improvement as our students move toward the						
Novt Cobodulad Assass	nt		rtation phase.Results are Satisfactory					
	Next Scheduled Assessment 2012-1							
Administrative or Faculty Review of this Assessment(if applicable)								
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	Performance of a comprehensive physical
(individuals, families, groups, communities, and	assessment with accurate documentation in an
populations) across the continuum of	electronic medical record.
healthcare in a variety of settings at local and	Course: NURS 3000, Holistic Health Assessment;
global levels, focusing on health promotion and	evaluated 2012-3
disease and injury prevention across the	
lifespan	
2) Practice quality caring as the essence of	Clinical practicum is a real-world interactive
nursing for persons of diverse cultures, values,	patient care experience with direct faculty
beliefs, and lifestyles.	oversight with corresponding rubric for evaluation.
	Competency area focus is on Caring, Holism, and
	Cultural Diversity.
	Course: NURS 3301, Clinical Practice I; evaluated
	2012-3
3) Utilize critical thinking and clinical reasoning	The Assessment Technologies Incorporated (ATI)
based on theoretical, empirical, and	Fundamentals Assessment. This is a criterion-
experiential knowledge from the liberal arts	referenced national benchmark exam.
and sciences to provide safe, competent,	Course: NURS 3201, Healthcare of the Client I;
evidence-based care.	evaluated 2012-3
4) Communicate and collaborate effectively within	Clinical practicum is a real-world interactive
inter-professional teams utilizing technology	patient care experience with direct faculty
and information systems to improve health	oversight with corresponding rubric for evaluation.
outcomes and healthcare systems.	Competency performance is evaluated weekly.
	Competency area focus is on Professionalism.
	Course: NURS 3302, Clinical Practice II; evaluated
	2013-1
5) Participate in analysis, critique, and reform of	This learning outcome has not been assessed in
healthcare regulatory, policy, and financial	the new curriculum. It will be assessed in 2013-2.
systems that influence nursing and healthcare	
environments.	
6) Apply leadership and management principles to	Clinical practicum is a real-world interactive
empower nurses and achieve high standards of	patient care experience with direct faculty
quality and safety in the delivery of person-	oversight with corresponding rubric for evaluation.
centered care.	Competency performance is evaluated weekly.
	Competency area focus is on Safety.

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

<sup>\*</sup>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	Performance of a comprehensive physical
(individuals, families, groups, communities, and	assessment with accurate documentation in an
populations) across the continuum of	electronic medical record.
healthcare in a variety of settings at local and	Course: NURS 3172, Health Assessment; evaluated
global levels, focusing on health promotion and	2012-3
disease and injury prevention across the	
lifespan	
2) Practice quality caring as the essence of nursing	A self-reflection writing assignment in which the
for persons of diverse cultures, values, beliefs,	student is asked to reflect on individual social and
and lifestyles.	cultural beliefs and expectations. This paper is
	evaluated by guidelines found in the syllabus.
	Course: NURS 4522, Professional Practice Issues
	and Concepts; evaluated 2012-3
3) Utilize critical thinking and clinical reasoning	Students complete a written group assignment
based on theoretical, empirical, and	and a poster presentation. Students are to address
experiential knowledge from the liberal arts	a clinical nursing problem using best evidence
and sciences to provide safe, competent,	through applying, integrating, and evaluating the
evidence-based care.	research literature.
	Course: NURS 4523, Nursing Research and
	Evidence-Based Practice; evaluated 2012-3
4) Communicate and collaborate effectively within	Students completed a written assignment and
inter-professional teams utilizing technology	were evaluated using a rubric.
and information systems to improve health	Course: NURS 4522, Professional Practice Issues
outcomes and healthcare systems.	and Concepts; evaluated 2012-3
5) Participate in analysis, critique, and reform of	Clinical practicum concentrates on the application
healthcare regulatory, policy, and financial	of knowledge and skills necessary to provide
systems that influence nursing and healthcare	nursing leadership in the delivery of holistic
environments.	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: NURS 4545, Leadership in the Healthcare
	Community; evaluated 2012-1
6) Apply leadership and management principles to	Clinical practicum concentrates on the application
empower nurses and achieve high standards of	of knowledge and skills necessary to provide
quality and safety in the delivery of person-	nursing leadership in the delivery of holistic
centered care.	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: NURS 4545, Leadership in the Healthcare
	Community; evaluated 2012-1
7) Assume altruistic legal and ethical responsibility	Clinical practicum concentrates on the application
and accountability for personal and	of knowledge and skills necessary to provide
professional behavior.	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: NURS 4545, Leadership in the Healthcare
	Community; evaluated 2012-1
8) Utilize effective teaching strategies to empower	Clinical practicum concentrates on the application
persons to achieve healthcare goals.	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: NURS 4545, Leadership in the Healthcare
	Community; evaluated 2012-1
*Grading rubrics were used to measure outcomes f	or each learning activity

<sup>\*</sup>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 postmaster's certificate includes 6 courses for 16 credit hours; the HSL Leader/Manager and Nurse Educator postmaster'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	Scholarly Paper: Literature Review.
	and technology to perform effectively in a	**Core course: NURS 6400, Scholarly Inquiry in
	variety of nursing practice, leadership, and	Nursing
	educational roles. (Competence and critical	
	thinking).	Concept Analysis Paper and scholarly presentation
		of middle range nursing theories and borrowed
		theories used in nursing.
		Core Course: NURS 6100, Theoretical Foundations
		of Nursing Practice
2)	Critically appraise original research for practice	Critiques of research studies, case study
	implications in the context of evidence-based	applications, evidence-based projects, analysis of
	practice.	data using SPSS and reporting in written and oral
		form.
		Core Course: NURS 6500, Data Analysis in Nursing
3)	Examine influences on nursing practice and	Scholarly written paper examining health care
	education, including social, economic, ethical,	issues and health policy.
	legal, and cultural diversity issues (conscience	Core Course: NURS 6300, Health Care Delivery
	and critical thinking).	System
4)	Implement evidence-based practice	Evidence research projects related to leadership or
	competencies to achieve quality outcomes and	nursing education.

enhance nursing care delivery, leadersh education (critical thinking).	ip and Core Course: <u>NURS 6989</u> , Evidence-Based Project
5) Demonstrate critical thinking skills in implementing changes and making deci the delivery of healthcare or in nursing education (change and critical thinking)	Resolution
6) Develop and implement practice, leade management, and teaching strategies for improvement of healthcare or nursing education (commitment).	
7) Communicate effectively using a collaboration approach to improve nursing education quality of professional nursing practice healthcare system (collaboration and communication).	, the presentation of project findings at clinical site
Attain a level of scholarship congruent of preparation for doctoral study (committee)	
9) Practice nursing in leadership and eduction roles in a manner that reflects caring as essence of nursing (caring)	•
10) Engage in advanced nursing practice that reflects a holistic view of self and others respect for diverse cultures (holism)	

<sup>\*</sup>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:

- 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.

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

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

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					
Information about the Aca	idemic		Learning Outcome being assessed		
College or School		ol of Nursing			
Academic Program	Bach	Bachelor of Science in Nursing			
Learning Outcome	1.	Provide Ho	listic nursing care to persons (individuals,	families, gro	ups,
	com	mmunities, and populations) across the continuum of health care in a			
	varie	ety of settings	at local and global levels, focusing on heal	lth promotior	ı
	and	disease and inj	jury prevention across the lifespan.		
Semester Assessed	2012	!-3			
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)		
Cohort (if Applicable)	1				
Location	Carr	ollton Campus			
Operational Definition or I	Learni	ng Objective	All students in graded course will compl		
			comprehensive physical assessment and		
			accurately in an electronic medical reco	rd.	
Student Sampling Process	(if app	olicable)	All students enrolled in Nursing 3000 Fa	ll 2012 on the	5
			Carrollton campus		
Data Collection Point			Nursing 3000		
Student Performance Data	7				
Description of Exemplary I	Perfor	mance (Exceed	ds Expectations) by a Student		
90-100 exceeded compete	ency re	equirement for	r comprehensive holistic physical assessm	ent and	
documentation					
Percent of Students with E	xemp	lary Performai	nce	89	%
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student		
, ,		<u> </u>	rehensive holistic physical assessment and	d documenta	tion
Percent of Students with F				11	%
Description of Developing		•	• •		
·	etency	requirement	for comprehensive holistic physical assess	sment and	
documentation					
1 0				%	
Description of Unacceptable Performance by a Student					
				1 -	
Percent of Students with U		•		0	%
Improvements or Changes					
Type of Planned Improvement Results are Satisfactory					

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

	Learning Outcome Assessment Report					
		Univers	sity of West Georgia			
Information about the Acc	idemi	c Program and	Learning Outcome being assessed			
College or School	Scho	School of Nursing				
Academic Program	Bach	elor of Science	e in Nursing			
Learning Outcome	2.	Practice qu	uality caring as the essence of nursing for	persons of		
	dive	rse cultures, va	alues, beliefs, and lifestyles.			
Semester Assessed	2012	2-3				
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)			
Cohort (if Applicable)	0					
Location	Carr	ollton Campus				
Operational Definition or	Learni	ng Objective	CLINICAL PRACTICUM: Clinical practicus	m is a real-wo	orld	
			interactive patient care experience in ar	n acute care		
			setting with faculty oversight. Clinical le	arning prepar	res	
			students to deliver safe and person-cen	tered care ac	ross	
			the lifespan. This experience provides the	ne opportunit	ty	
			for students to apply concepts learned i	n the classroo	om	
			to patient care in the acute setting. Students are			
			evaluated weekly using the guidelines set forth in a			
			clinical evaluation tool.			
			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 o	competency is	S	
			evaluated weekly for 14 weeks. The me	an score for t	he	
			14 weeks will be used to determine stud	dent		
			performance level. Students? weekly scores are included			
			in the performance document.			
Student Sampling Process	(if ap	olicable)	Scores from all students who completed NURS 3301-01,			
			Clinical Practice I in fall 2012 are include	ed.		
Data Collection Point			NURS 3301-01, Clinical Practice I in fall 2	2012		
Student Performance Data	מ					
Description of Exemplary	Perfor	mance (Excee	ds Expectations) by a Student			
			ents will earn an average score of 2 for th	•	-	
score of 2 means that the	stude	nt is able to m	eet clinical objectives pertaining to this co	ompetency wi	ith	
minimal direction/supervi	sion fi	om the instru	ctor. Student adequately demonstrates a	pplication of		
theory, nursing process ar	theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and					
adequately applies knowle	edge p	ertaining to th	nis competency in the clinical setting.			
Percent of Students with I	xemp	lary Performa	nce	85	%	
Description of Proficient P	erforr	mance (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	moderate direction/supervision from the instructor and requires more opportunities to apply					
knowledge in the clinical setting.						
Percent of Students with Proficient Per	formance	15	%			
Description of Developing Performance	(Does Not Meet) by a Student					
1.0 - 1.4 For Clinical Practice I no mo	re than 10 % of students will earn an average sco	re between	1.0-			
1.4. An average score between 1 and 1.	4 means that the student is able to verbalize the	ory underlyir	ng			
practice but has only partially met the o	clinical objectives pertaining to this competency.	Student need	ds			
more than moderate direction/supervis	sion from the instructor and requires more oppo	rtunities to a	pply			
knowledge in the clinical setting.						
Percent of Students with Developing Pe	erformance	0	%			
Description of Unacceptable Performar	nce by a Student					
< 1 For Clinical Practice I no students	s will earn an average score that is < 1. An averag	e score that i	is <			
1 means that student needs constant, o	direct supervision from instructor in order to mee	et the clinical				
objectives related to this competency. S	Student demonstrates lack of knowledge of theo	ry and the				
nursing process. This category indicates	s that student is not progressing satisfactorily in t	the clinical ar	ea.			
Percent of Students with Unacceptable	Performance	0	%			
Improvements or Changes Based on this	s Assessment					
Type of Planned Improvement	Results are Satisfactory					
Comments on Planned Improvement						
Next Scheduled Assessment 2013-3						
Administrative or Faculty Review of this	Administrative or Faculty Review of this Assessment(if applicable)					
School of Nursing	School of Nursing					

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	demi		Learning Outcome being assessed		
College or School		ool of Nursing			
Academic Program		nelor of Science	e in Nursing		
Learning Outcome	3.	Utilize criti	ical thinking and clinical reasoning based o	on theoretical	  ,
	emp	pirical, and experiential knowledge from the liberal arts and sciences to			0
			petent, evidence-based care.		
Semester Assessed	2012	2-3			
Assessment Type or Artifa	ct	Exam			
Cohort (if Applicable)	1				
Location	Carr	ollton Campus	i e		
Operational Definition or Learning Objective			Apply basic knowledge of clinical reason evidence-based nursing care in planning clients across the lifespan.	_	or
Student Sampling Process (if applicable)		plicable)	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. Coho	ort is the 051	4
			cohort which will be called Cohort 1.		
Student Performance Data	1				
, ,		•	ds Expectations) by a Student		
Level 3 - Scores meeting th		•			
may be considered to exce		•			
performance in this conte					
judged by the content exp					
likely to exceed NCLEX-RN					
ATI advises these students					
review to maintain and im	prove	their knowled	age of this		
content.	•	.l		12	0/
Percent of Students with Exemplary Performance 13 %				%	
Description of Proficient Performance (Meets Expectations) by a Student					
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					

area. ATI advises these students to eng	age in continuous				
focused review in order to improve the	_				
content.					
Percent of Students with Proficient Per	formance	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 absolut	e 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-R	RN standards in this				
content area. ATI advises these student	s 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 Pe	25	%			
Description of Unacceptable Performance by a Student					
Below Level 1 - Scores below the Proficiency Level 1					
standard can be considered below mini	•				
and may be indicative of significant risk					
ATI strongly advises these students to o	·				
an intensive plan for focused review an					
including the use of ATI materials, texts					
reference materials, and assistance from		T			
Percent of Students with Unacceptable		4	%		
Improvements or Changes Based on this					
Type of Planned Improvement	Multiple Improvements				
Comments on Planned Improvement	Since this is the first time this course has been	_	-		
	revisioned curriculm, improvements in pedago				
	the semester will help to better prepare the stu				
	benchmark exam. This course will not be taugh	t again on th	e		
	Carrollton campus until Fall 2013.	-P-2J	- \		
The faculty also believe that another course (a clinical course)					
No. 1 Colored Lord Ave.	would best assess this program outcome in the	tuture.			
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					
Information about the Acc	idemi		Learning Outcome being assessed		
College or School		ool of Nursing	Ecurring Outcome being assessed		
Academic Program		nelor of Science	e in Nursing		
Learning Outcome	3.		ical thinking and clinical reasoning based o	n theoretical	_
Learning Gattonic	_		eriential knowledge from the liberal arts a		
			petent, evidence-based care.		
Semester Assessed	2013		,		
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Carr	ollton Campus			
Operational Definition or I	Learni	ng Objective	CLINICAL PRACTICUM: Clinical practicum	n is a real-wo	rld
			interactive patient care experience in an	acute care	
			setting with faculty oversight. Clinical lea		es
			students to deliver safe and person-cent	ered care acr	oss
			the lifespan. This experience provides the opportunity		
			for students to apply concepts learned in	the classroo	m
			to patient care in the acute setting. Stude	ents are	
			evaluated weekly using the guidelines set forth in a		
			clinical evaluation tool.		
			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 evaluat	ted weekly fo	r
			14 weeks. The mean score for the 14 weeks will be used		
			to determine student performance level. Students'		М
			weekly scores are included in the performance		
			document.		
Student Sampling Process	(if ap	plicable)	All students enrolled in the course were assessed.		
Data Collection Point			NURS 3302 - Clinical Practice II		
Student Performance Data					
, , ,		-	ds Expectations) by a Student		
			ents will earn an average score of 2 for this		
score of 2 means that the student is able to meet clinical objectives pertaining to this competency with					
			ctor. Student adequately demonstrates ap	•	
	theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and				
			nis competency in the clinical setting.	26	0.1
Percent of Students with E	•			26	%
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 Per	formance	74	%			
Description of Developing Performance	(Does Not Meet) by a Student					
1.0 - 1.4 For Clinical Practice I no mo	re than 10 % of students will earn an average sco	re between :	1.0-			
1.4. An average score between 1 and 1.	4 means that the student is able to verbalize the	ory underlyir	ng			
practice but has only partially met the o	clinical objectives pertaining to this competency.	Student need	ds			
more than moderate direction/supervis	sion from the instructor and requires more oppor	rtunities to a <sub>l</sub>	pply			
knowledge in the clinical setting.						
Percent of Students with Developing Pe	erformance	0	%			
Description of Unacceptable Performan	ice by a Student					
< 1 For Clinical Practice I no students	will earn an average score that is < 1. An averag	e score that i	s <			
1 means that student needs constant, o	lirect supervision from instructor in order to mee	et the clinical				
objectives related to this competency.	Student demonstrates lack of knowledge of theo	ry and the				
nursing process. This category indicates	s that student is not progressing satisfactorily in t	he clinical ar	ea.			
Percent of Students with Unacceptable	Performance	0	%			
Improvements or Changes Based on this	s Assessment					
Type of Planned Improvement	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					
Information about the Acc			Learning Outcome being assessed			
College or School	School of Nursi		Ecurring Outcome being assessed			
Academic Program	Bachelor of Sci		e in Nursing			
Learning Outcome			cate and collaborate effectively within inter-professional			
Learning Outcome			hnology and information systems to improve health			
	_		Ithcare systems.			
Semester Assessed	2013-1					
Assessment Type or Artifa		escr	ribe in Operational Definition)			
Cohort (if Applicable)	0					
Location	Carrollton Cam	pus				
Operational Definition or I			CLINICAL PRACTICUM: Clinical practicum is a real-wor	·ld		
			interactive patient care experience in an acute care			
			setting with faculty oversight. Clinical learning prepare	es.		
			students to deliver safe and person-centered care acro			
			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.			
			This course and the corresponding rubric evaluate			
			student performance in many areas. However, studen	t		
			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 use	ed		
			to determine student performance level. Students'			
			weekly scores are included in the performance			
			document.			
Student Sampling Process	(if applicable)		All students enrolled in this course.			
Data Collection Point			NURS 3302 - Clinical Practice II			
Student Performance Data	7					
Description of Exemplary I	Performance (Ex	cee	ds Expectations) by a Student			
2 For Clinical Practice I	at least 50% of s	tude	ents will earn an average score of 2 for this competency.	. A		
score of 2 means that the	score of 2 means that the student is able to meet clinical objectives pertaining to this competency with					
minimal direction/supervi	sion from the ins	tru	ctor. Student adequately demonstrates application of			
theory, nursing process ar	theory, nursing process and nursing domains in clinical practice. Student synthesizes learning and					
adequately applies knowle	edge pertaining t	o tł	nis competency in the clinical setting.			
Percent of Students with E	exemplary Perfor	ma	nce 85	%		
Description of Proficient P	erformance (Me	ets	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 Per	formance	15	%			
Description of Developing Performance	(Does Not Meet) by a Student					
1.0 - 1.4 For Clinical Practice I no mo	re than 10 % of students will earn an average sco	re between :	1.0-			
1.4. An average score between 1 and 1.	4 means that the student is able to verbalize the	ory underlyir	ng			
practice but has only partially met the o	clinical objectives pertaining to this competency.	Student need	ds			
more than moderate direction/supervis	sion from the instructor and requires more oppor	rtunities to a <sub>l</sub>	pply			
knowledge in the clinical setting.						
Percent of Students with Developing Pe	erformance	0	%			
Description of Unacceptable Performar	nce by a Student					
< 1 For Clinical Practice I no students	s will earn an average score that is < 1. An averag	e score that i	s <			
1 means that student needs constant, o	lirect supervision from instructor in order to mee	et the clinical				
objectives related to this competency. S	Student demonstrates lack of knowledge of theo	ry and the				
nursing process. This category indicates	s that student is not progressing satisfactorily in t	he clinical ar	ea.			
Percent of Students with Unacceptable	Performance	0	%			
Improvements or Changes Based on this	s Assessment					
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 Out	come Assessment Report		
		Univers	sity of West Georgia		
Information about the Aca	demi	c Program and	Learning Outcome being assessed		
College or School	Scho	chool of Nursing			
Academic Program	Back	nelor of Science	e in Nursing		
Learning Outcome	6.	Apply lead	ership and management principles to emp	ower nurses	
	and	achieve high s	tandards of quality and safety in the delive	ery of person	-
	cent	ered care.			
Semester Assessed	2012	2-3			
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)		
Cohort (if Applicable)	1				
Location	Carr	ollton Campus			
Operational Definition or I	earni	ng Objective	CLINICAL PRACTICUM: Clinical practicur	n is a real-wo	rld
			interactive patient care experience in ar	acute care	
			setting with faculty oversight. Clinical lea	arning prepar	es
			students to deliver safe and person-cent	tered care acı	ross
			the lifespan. This experience provides th	e opportunit	y
			for students to apply concepts learned in	n the classroo	om
			to patient care in the acute setting. Stud	lents are	
			evaluated weekly using the guidelines so	et forth in a	
			clinical evaluation tool.		
			This course and the corresponding rubri	c evaluate	
			student performance in many areas. Ho	wever, stude	nt
			performance for the competency area for	ocusing Safet	У
			will be used to assess this program learr	ning goal. This	5
			competency is evaluated weekly for 14 v	weeks. The m	ean
			score for the 14 weeks will be used to do	etermine stud	dent
			performance level. Students? weekly sco	ores are inclu	ded
			in the performance document.		
Student Sampling Process	(if ap	plicable)	All students taking the course		
Data Collection Point			NURS 3301-01, Clinical Practice I		
Student Performance Data	1				
Description of Exemplary I	Perfor	mance (Excee	ds Expectations) by a Student		
2 For Clinical Practice I	at lea:	st 50% of stude	ents will earn an average score of 2 for thi	s competenc	y. A
score of 2 means that the	stude	nt is able to m	eet clinical objectives pertaining to this co	mpetency wi	ith
minimal direction/supervi	sion f	rom the instru	ctor. Student adequately demonstrates ap	plication of	
theory, nursing process an	ıd nur	sing domains i	n clinical practice. Student synthesizes lea	arning and	
adequately applies knowledge pertaining to this competency in the clinical setting.					
Percent of Students with E	xemp	lary Performa	nce	28	%
Description of Proficient P	erforr	mance (Meets	Expectations) by a Student		
1.5 - 1.9 For Clinical Pra	actice	I at least 40%	of students will earn an average score bet	tween 1.5-1.9	). A

score between 1.5 and 1.9 means that	the student is able to verbalize theory underlying	g practice bu	t		
occasionally has difficulty meeting the	clinical objectives pertaining to this competency.	Student nee	ds		
moderate direction/supervision from tl	ne instructor and requires more opportunities to	apply			
knowledge in the clinical setting.					
Percent of Students with Proficient Per	formance	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 the	ory underlyi	ng		
practice but has only partially met the o	clinical objectives pertaining to this competency.	Student nee	ds		
more than moderate direction/supervis	sion from the instructor and requires more oppo	rtunities to a	pply		
knowledge in the clinical setting.					
Percent of Students with Developing Performance 2 9					
Description of Unacceptable Performance by a Student					
< 1 For Clinical Practice I no students	s will earn an average score that is < 1. An average	e score that	is <		
1 means that student needs constant, o	direct supervision from instructor in order to med	et the clinical	l		
objectives related to this competency.	Student demonstrates lack of knowledge of theo	ry and the			
nursing process. This category indicates	s that student is not progressing satisfactorily in	the clinical ar	rea.		
Percent of Students with Unacceptable	Performance	0	%		
Improvements or Changes Based on thi	s Assessment				
Type of Planned Improvement	Evaluation				
Comments on Planned Improvement	This is the first time that this course was taugh	t and the			
	students' first clinical course. It could be that st	udents had r	not		
	had enough experience in the clinical setting to	perform bet	tter		
	on the competency of Safety. More clinical exp	erience may			
	have helped the students perform better in thi	s area. Progra	am		
	goal 6 will be re-evaluated in summer 2013 usi	ng course NU	JRS		
	3303 Competency Based Clinical.				
Next Scheduled Assessment	2013-2				
Administrative or Faculty Review of this	: Assessment(if applicable)				
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 N	ursing				
Academic Program	Bachelor of	nelor of Science in Nursing				
Learning Outcome	6. App	ly lead	ership and management principles to emp	power nurses	5	
	and achieve	high s	tandards of quality and safety in the deliv	ery of person	1-	
	centered ca	re.				
Semester Assessed	2013-2					
Assessment Type or Artifa	ct Other	(Descr	ibe in Operational Definition)			
Cohort (if Applicable)	0					
Location	Carrollton C	Campus				
Operational Definition or I	earning Obje	ective	SIMULATION EXPERIENCES: Students wi	II participate	in	
			simulated patient care scenarios which	require them	to	
			independently assess and respond to th	e simulated		
			patient's health care needs.			
Student Sampling Process	(if applicable	)	All students who were enrolled in the co	ourse took th	e	
	` ''	•	course.			
Data Collection Point			NURS 3303 - Competency Bases Exam			
Student Performance Data	1					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
Students earned 90-100%	of possible p	oints				
Percent of Students with E	xemplary Pe	rforma	nce	2	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
Students earned 75-89% o	f possible po	ints				
Percent of Students with F	roficient Per	forman	ice	20	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Students earned						
Percent of Students with [	Developing Pe	erforma	ance	78	%	
Description of Unacceptab	le Performar	nce by a	a Student			
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven	nent	Multi	ple Improvements			
Comments on Planned Improvement 1) Emphasize principles related to quality and safety in didactic					ctic	
		cours				
2) Allow students more opportunities to apply knowledge						
learned about quality and safety in the simulate or real clinical						

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

Learning Outcome Assessment Report						
University of West Georgia						
			Learning Outcome being assessed			
College or School	School of Nurs					
Academic Program	Bachelor of So					
Learning Outcome			truistic legal and ethical responsibility and	l accountabil	ity	
Semester Assessed	Not Available	па р	rofessional behavior.			
Assessment Type or Artifa		)escr	ribe in Operational Definition)			
Cohort (if Applicable)	0	<i>y</i> C3C1	ibe in operational benintion,			
Location	Carrollton Car	npus				
Operational Definition or I			CLINICAL PRACTICUM: Clinical practicur	n is a real-w	orld	
•	9 ,		interactive patient care experience in ar			
			setting with faculty oversight. Clinical le		ires	
			students to deliver safe and person-cen	•		
			the lifespan. This experience provides the	ne opportuni	ty	
			for students to apply concepts learned i		-	
			to patient care in the acute setting. Stud	lents are		
			evaluated weekly using the guidelines so	et forth in a		
			clinical evaluation tool.			
			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 we	eeks will be u	ısed	
			to determine student performance level. Students'			
			weekly scores are included in the performance			
			document.			
Student Sampling Process	(if applicable)		All students who were enrolled in this course completed			
			the assessment.			
Data Collection Point			NURS 3302 - Clinical Practice II			
Student Performance Data						
	•		ds Expectations) by a Student			
Students earned between	<u> </u>		•	00	0/	
Percent of Students with E	• •		nce Expectations) by a Student	89	%	
Students earned between	-					
Percent of Students with F	<u> </u>		•	11	%	
Description of Developing				1 11	/0	
Students eanred between	-		. ,			
Stadents camed between	/ О / 1.5/0 ОГР	JJJ11	5.0 poto			

Percent of Students with Developing Pe	0	%			
Description of Unacceptable Performance by a Student					
Students earned < 70% of possible poin	ts				
Percent of Students with Unacceptable Performance 0					
Improvements or Changes Based on this	Improvements or Changes Based on this Assessment				
Type of Planned Improvement	Type of Planned Improvement Results are Satisfactory				
Comments on Planned Improvement	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					
Information about the Acc	idemi	c Program and	Learning Outcome being assessed			
College or School	Scho	ol of Nursing				
Academic Program	Bach	achelor of Science in Nursing				
Learning Outcome	7.	Assume alt	ruistic legal and ethical responsibility and	accountabili	ty	
	for p	personal and professional behavior.				
Semester Assessed	2012	012-3				
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)			
Cohort (if Applicable)	1					
Location	Carr	ollton Campus				
Operational Definition or	Learni	ng Objective	CLINICAL PRACTICUM: Clinical practicur	n is a real-wo	rld	
			interactive patient care experience in ar	acute care		
			setting with faculty oversight. Clinical le	arning prepar	es	
			students to deliver safe and person-cent	tered care acı	ross	
			the lifespan. This experience provides th	ne opportunit	y	
			for students to apply concepts learned i	n the classroc	om	
			to patient care in the acute setting. Stud	lents are		
			evaluated weekly using the guidelines set forth in a			
			clinical evaluation tool.			
			This course and the corresponding rubric evaluate			
			student performance in many areas. However, student			
			performance for the competency area for			
			Professionalism will be used to assess th	_		
			learning goal. This competency is evalua		or	
			14 weeks. The mean score for the 14 we			
			to determine student performance leve		,	
			weekly scores are included in the performance			
			document.			
Student Sampling Process	(if apı	olicable)	All students in this course			
Data Collection Point		•	NURS 3301-01, Clinical Practice I			
Student Performance Date	7					
		mance (Exceed	ds Expectations) by a Student			
2 For Clinical Practice I	at leas	st 50% of stude	ents will earn an average score of 2 for thi	s competency	y. A	
			eet clinical objectives pertaining to this co	•	-	
			ctor. Student adequately demonstrates ag			
			n clinical practice. Student synthesizes le	•		
		_	his competency in the clinical setting.	0		
Percent of Students with E				53	%	
	•		Expectations) by a Student			
			of students will earn an average score be	tween 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 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						
Information about the Academic Program and Learning Outcome being assessed						
College or School	School of N	ool of Nursing				
Academic Program	Bachelor of	helor of Science in Nursing				
Learning Outcome	8. Util	Utilize effective teaching strategies to empower persons to achieve				
	healthcare	goals.				
Semester Assessed	2012-2					
Assessment Type or Artifa	ct Proje	ct				
Cohort (if Applicable)	1					
Location	Carrollton C	Campus				
Operational Definition or I	Learning Obje	ective	The students will create and present a to	eaching tool t	to	
			educate patients on medications. The to	ool and		
			presentation will be evaluated using a re	ubric.		
			100% of the students will meet or excee	ed the criteria	for	
			proficient performance on this assignment	ent.		
Student Sampling Process	(if applicable	(د	All students in the course			
Data Collection Point	( appa	-1	NURS 2101-01, Pathopharm I			
Student Performance Data	7					
		(Exceed	ds Expectations) by a Student			
		<u> </u>	xceeded expectations for performance on	assignment.	The	
student met all the object				Ü		
Percent of Students with E	xemplary Pe	rforma	nce	0	%	
			Expectations) by a Student		l	
A score between 31-49 inc	dicates that t	he stud	ent performed proficiently on the assignr	nent. The		
student met many or mos	t of the objec	ctives fo	or the assignment listed in the rubric.			
Percent of Students with F	Proficient Per	forman	ice	100	%	
Description of Developing	Performance	e (Does	Not Meet) by a Student	I.		
Percent of Students with I	Developing Pe	erforma	ance	0	%	
Description of Unacceptab	ole Performa	nce by a	a Student			
A score less than 30 points	s indicates th	at stude	ent performance on the assignment did n	ot meet		
expectations						
Percent of Students with Unacceptable Performance 0 %				%		
Improvements or Changes Based on this Assessment						
Type of Planned Improven	nent	Evalua	ation			
Comments on Planned Im	provement	While	the student scores are satisfactory, facul	ty members		
believe that an assignment in another course will better assess					ess	
		Progr	am Goal 8. The assignment used for this is	s a group		

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

Learning Outcome Assessment Report University of West Georgia							
Information about the Acc	Information about the Academic Program and Learning Outcome being assessed						
College or School		of Nursing					
Academic Program			e in Nursing				
Learning Outcome	1.	Provide Holistic nursing care to persons (individuals, families, groups,					
J	commu	nunities, and populations) across the continuum of health care in a					
	variety	of settings	at local and global levels, focusing on hea	ılth promotio	n		
		_	jury prevention across the lifespan.	·			
Semester Assessed	2012-3						
Assessment Type or Artifa	ct O	ther (Descr	ibe in Operational Definition)				
Cohort (if Applicable)	1						
Location	Newna	n					
Operational Definition or	Learning	Objective	All students in graded course will comp	lete a			
			comprehensive holistic physical assessr	nent and			
			document the findings of the assessme	nt accurately	in		
			an electronic medical record.				
Student Sampling Process	(if applic	able)	All students enrolled in Nursing 3000 Fa	all 2012 on the	e		
1 0	` ''	,	Newnan campus				
Data Collection Point			Nursing 3000				
Student Performance Data	7						
Description of Exemplary	Performa	ince (Excee	ds Expectations) by a Student				
90-100 exceeded compete	ency requ	irement fo	r comprehensive holistic physical assessn	nent and			
documentation							
Percent of Students with E	Exemplar	y Performai	nce	88	%		
Description of Proficient P	erformar	nce (Meets	Expectations) by a Student				
75-89 met competency re	quireme	nt for comp	rehensive holistic physical assessment ar	ıd documenta	tion		
Percent of Students with F	Proficient	Performan	nce	12	%		
Description of Developing	Perform	ance (Does	Not Meet) by a Student				
0-74 does not meet comp	etency re	quirement	for comprehensive holistic physical asses	sment and			
documentation							
Percent of Students with I	Percent of Students with Developing Performance 0 %				%		
Description of Unacceptab	Description of Unacceptable Performance by a Student						
Percent of Students with Unacceptable Performance 0 %							
Improvements or Changes	Based o	n this Asses.	sment				
Type of Planned Improven	nent	Resul	ts are Satisfactory				
Comments on Planned Im	proveme	nt none					

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						
Information about the Acc	ademi	: Program and	Learning Outcome being assessed				
College or School	Scho	thool of Nursing					
Academic Program	Bach	Bachelor of Science in Nursing					
Learning Outcome	2.	Practice qu	uality caring as the essence of nursing for	persons of			
	dive	rse cultures, v	alues, beliefs, and lifestyles.				
Semester Assessed	2013	B-1					
Assessment Type or Artifa	ct	Other (Descr	ribe in Operational Definition)				
Cohort (if Applicable)	0						
Location	New	nan					
Operational Definition or	Learni	ng Objective	CLINICAL PRACTICUM: Clinical practicul	m is a real-wo	orld		
			interactive patient care experience in a	n acute care			
			setting with faculty oversight. Clinical le	arning prepar	res		
			students to deliver safe and person-cen	tered care ac	ross		
			the lifespan. This experience provides the	ne opportunit	ty		
			for students to apply concepts learned i	n the classroo	om		
			to patient care in the acute setting. Stud	dents are			
			evaluated weekly using the guidelines set forth in a				
			clinical evaluation tool.				
			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 the	_			
			learning goal. This competency is evalua	. •	or		
			14 weeks. The mean score for the 14 we				
			to determine student performance leve				
			weekly scores are included in the perform				
			document.				
Student Sampling Process	(if app	olicable)	All student who were enrolled in this co	urse were			
, ,		•	evaluated.				
Data Collection Point			NURS 3301 - Clinical Practice 1				
Student Performance Date	ר						
Description of Exemplary	Perfor	mance (Excee	ds Expectations) by a Student				
2 For Clinical Practice I	at leas	st 50% of stude	ents will earn an average score of 2 for th	is competenc	y. A		
score of 2 means that the	stude	nt is able to m	eet clinical objectives pertaining to this co	ompetency wi	ith		
minimal direction/supervi	sion fr	om the instru	ctor. Student adequately demonstrates a	pplication of			
theory, nursing process ar	nd nur	sing domains i	in clinical practice. Student synthesizes le	arning and			
adequately applies knowle	adequately applies knowledge pertaining to this competency in the clinical setting.						
Percent of Students with B	Exemp	lary Performa	nce	91	%		
Description of Proficient P	erforr	nance (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 tha	t the student is able to verbalize theory underlyi	ng practice b	ut					
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 Per	formance	9	%					
Description of Developing Performance	(Does Not Meet) by a Student							
1.0 - 1.4 For Clinical Practice I no mo	re than 10 % of students will earn an average sco	ore between :	1.0-					
1.4. An average score between 1 and 1.	4 means that the student is able to verbalize the	ory underlyir	ng					
practice but has only partially met the o	clinical objectives pertaining to this competency.	Student need	ds					
more than moderate direction/supervis	sion from the instructor and requires more oppor	rtunities to ap	pply					
knowledge in the clinical setting.								
Percent of Students with Developing Pe	erformance	0	%					
Description of Unacceptable Performan	ice by a Student							
< 1 For Clinical Practice I no students	will earn an average score that is < 1. An averag	e score that i	s <					
1 means that student needs constant, o	lirect supervision from instructor in order to mee	et the clinical						
objectives related to this competency. S	Student demonstrates lack of knowledge of theo	ry and the						
nursing process. This category indicates	s that student is not progressing satisfactorily in t	the clinical ar	ea.					
Percent of Students with Unacceptable	Performance	0	%					
Improvements or Changes Based on this	s Assessment							
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							
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School	School of N		3				
Academic Program		achelor of Science in Nursing					
Learning Outcome	4. Con	Communicate and collaborate effectively within inter-professional					
	teams utilizi	s utilizing technology and information systems to improve health					
	outcomes a	nd hea	Ithcare systems.				
Semester Assessed	2012-3						
Assessment Type or Artifa	ct Writte	Written Assignment					
Cohort (if Applicable)	1						
Location	Newnan						
Operational Definition or I	Learning Obje	ctive	Students will demonstrate ability to con	mmunicate			
			effectively in written format by comple	ting a writter	า		
assignment. Students will be evaluated using a rubric.					c.		
The expectation is that at least 90% of students meet or				et or			
exceed the criteria for being proficient on the written					n:		
assignment and that no more than 10% of students are					are		
			evaluated as being less than proficient.				
Student Sampling Process	(if applicable	)	All students enrolled in course during f	all semester	in		
			2012				
Data Collection Point			NU 3102-91				
Student Performance Data							
, , ,		•	ds Expectations) by a Student				
30 points - exceeded com	•				_		
Percent of Students with E	* *			10	%		
•	-		Expectations) by a Student				
20-29 points - proficient o							
Percent of Students with F				90	%		
Description of Developing			· •				
0- 20 points - less than pro			<u> </u>				
Percent of Students with [				0	%		
Description of Unacceptak	ole Performan	ice by a	a Student				
Percent of Students with Unacceptable Performance 0 %							
Improvements or Changes Based on this Assessment							
Type of Planned Improvement Evaluation							
Comments on Planned Im	Comments on Planned Improvement  The results are satisfactory; however, the faculty members will						
			se a different artifact to evaluate this pro		ιne		
			e. The SON is in the process of implement	_			
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			
Administrative or Faculty Review of this Assessment(if applicable)				
School of Nursing				

Learning Outcome Assessment Report University of West Georgia					
Information about the Acc			Learning Outcome being assessed		
College or School		chool of Nursing			
Academic Program			e in Nursing		
Learning Outcome			in analysis, critique, and reform of health	ncare regulat	orv.
		olicy, and financial systems that influence nursing and healthcare			,,
	environme				
Semester Assessed	2012-3				
Assessment Type or Artifa	ct Writt	en Assi	gnment		
Cohort (if Applicable)	1				
Location	Newnan				
Operational Definition or	Learning Obje	ective	Students will demonstrate knowledge o	f legal systen	ns
			by completing a written assignment. Stu	idents will be	جَ آ
			evaluated using a rubric. The expectatio	n is that at le	east
			90% of students will meet or exceed the	criteria for	
			being proficient; and that no more than	10% of stude	ents
			are evaluated as being less than proficie	ent.	
Student Sampling Process	(if applicable	2)	All students taking the course		
Data Collection Point			NURS 3102-91, Professional Nursing Cor	ncepts II	
Student Performance Data	מ				
Description of Exemplary	Performance	(Exceed	ds Expectations) by a Student		
30 points - exceeded com	petency on w	ritten a	assignment.		
Percent of Students with Exemplary Performance 100 %					%
Description of Proficient P	erformance (	(Meets	Expectations) by a Student		
20-29 points - proficient o	n written ass	ignmen	t.		
Percent of Students with F	Proficient Per	forman	ice	0	%
Description of Developing	Performance	e (Does	Not Meet) by a Student		
0- 20 points - less than pro	oficient on wi	ritten as	ssignment.		
Percent of Students with I	Developing Po	erforma	ance	0	%
Description of Unacceptab	ole Performai	nce by a	a Student		
Percent of Students with Unacceptable Performance 0 %					
Improvements or Changes Based on this Assessment					
Type of Planned Improven		Other			
Comments on Planned Im	provement		ner instrument will be used to assess this		
the same cohort in Professional Nursing Concepts III (NURS					
		-	being taught in Summer 2013.		
Next Scheduled Assessme	nt	2013-	-2		

Learning Outcome Assessment Report University of West Georgia					
Information about the Acc			Learning Outcome being assessed		
College or School	School of N				
Academic Program	Bachelor of	Science	e in Nursing		
Learning Outcome	5. Par	ticipate	in analysis, critique, and reform of health	ncare regulato	ory,
	policy, and	financia	al systems that influence nursing and heal	thcare	
	environmer	nts.			
Semester Assessed	2013-2				
Assessment Type or Artifa	ct Writt	en Assi	gnment		
Cohort (if Applicable)	0				
Location	Newnan				
Operational Definition or	Learning Obje	ective	Students will demonstrate knowledge of	f legal system	าร
			by completing a written assignment. Stu	idents will be	<u> </u>
			evaluated using a rubric. The expectatio		ast
			90% of students will meet or exceed the		
			being proficient; and that no more than		ents
			are evaluated as being less than proficie	ent.	
Student Sampling Process	(if applicable	<u>:)</u>	All students who were enrolled in the co	ourse comple	ted
the assignment.					
Data Collection Point			NURS 4101 - Professional Nursing Conce	pts III	
Student Performance Date	מ				
Description of Exemplary	Performance	(Exceed	ds Expectations) by a Student		
Students earned 90-100%	of possible p	oints			
Percent of Students with Exemplary Performance 81				%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student		
Students earned 75-89% of	of possible po	ints			
Percent of Students with F	Proficient Per	forman	ice	14	%
Description of Developing		*	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 eanred < 70% of possible points					
Percent of Students with Unacceptable Performance 0 %					
Improvements or Changes Based on this Assessment					
Type of Planned Improvement Results are Satisfactory					
Comments on Planned Im					
Next Scheduled Assessment 2014-2					

Learning Outcome Assessment Report University of West Georgia					
Information about the Acc	idemic Progr	am and	Learning Outcome being assessed		
College or School	School of N	ursing			
Academic Program	Bachelor of	Science	e in Nursing		
Learning Outcome	8. Uti	lize effe	ctive teaching strategies to empower per	sons to achie	eve
	healthcare	goals.			
Semester Assessed	2013-2				
Assessment Type or Artifa	ct Proje	ct			
Cohort (if Applicable)	1				
Location	Newnan				
Operational Definition or I	Learning Obj	ective	The students will create and present a t	eaching tool	to
			educate patients on medications. The to	ool and	
			presentation will be evaluated using a r	ubric. 100% c	of
			the students will meet or exceed the cri	teria for	
			proficient performance on this assignment	ent.	
Student Sampling Process	(if applicable	(د	All students in course		
Data Collection Point	(п аррпсавіс	-1	NURS 2101-91, Pathopharm I		
Student Performance Data	<u> </u>		none 2101 31) i dinopilariti		
•		(Exceed	ds Expectations) by a Student		
		-	exceeded expectations for performance of	n assignmen	t.
·			gnment listed in the rubric.		
Percent of Students with Exemplary Performance 39 %					%
Description of Proficient Performance (Meets Expectations) by a Student					
			ent performed proficiently on the assignr	ment. The	
student met many or mos	t of the objec	ctives fo	or the assignment listed in the rubric.		
Percent of Students with F	Proficient Per	forman	ice	61	%
Description of Developing	Performance	e (Does	Not Meet) by a Student		
A score less than 60-79poi	ints indicates	that st	udent performance on the assignment di	d not meet	
expectations.					
Percent of Students with I	Percent of Students with Developing Performance 0			0	%
Description of Unacceptable Performance by a Student					
A score less that 60 points indicates that student performance is not acceptable.					
Percent of Students with Unacceptable Performance 0 %				%	
Improvements or Changes	Based on th	is Asses	sment		
Type of Planned Improven	nent	Resul	ts are Satisfactory		
Comments on Planned Im	provement	Resul	ts are satisfactory however another instru	ument will ne	ed
to be used to assess program goal 8 for this particular cohort.					
		The a	ssignment used for this is a group assignr	nent. 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			
Administrative or Faculty Review of this Assessment(if applicable)				
School of Nursing				

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	ıdemi		Learning Outcome being assessed		
College or School		chool of Nursing			
Academic Program	Back	eachelor of Science in Nursing, RN to BSN			
Learning Outcome	Арр	apply leadership and management principles to empower nurses and			
	achi	chieve high standards of quality and safety in the delivery of person-			
	cent	entered care.			
Semester Assessed	201	2-1			
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Carr	ollton Campus			
Operational Definition or I	Learni	ing Objective	Clinical Clinical concentrates on the a	application of	f
			knowledge and skills necessary to provi	de nursing	
			leadership in the delivery of holistic nur	sing care to	
			individuals, families, groups and commu	unities. Stud	ents
			may participate in clinical learning activ	ities in tradit	ional
			organizational settings and/or non-trad	itional	
			professional settings. The nursing	5	
			leadership/management skills of communication,		
			decision making, motivation, and managing change,		
			conflict, stress, and time provide the clinical emphasis.		
		Students will also consider the integrati	on of		
professional nurse caring within the clinical setting.					
Student Sampling Process (if applicable)  All students who took this course completed a clinical			al		
		rotation.			
Data Collection Point			NURS 4545 01D&02D		
Student Performance Data	7				
Description of Exemplary I	Perfo	mance (Exceed	ds Expectations) by a Student		
Percent of Students with E	xemp	olary Performa	nce	0	%
Description of Proficient P	erfori	mance (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 F				100	%
Description of Developing	Perfo	rmance (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

%

Improvements or	Changes Based	on this Assessment
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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
Administrative or Faculty Boulow of this	Assessment/if annicable)

## Administrative or Faculty Review of this Assessment(if applicable)

School of Nursing

	Learning Outcome Assessment Report University of West Georgia				
Information about the Aca			Learning Outcome being assessed		
College or School		chool of Nursing			
Academic Program			e in Nursing, RN to BSN		
Learning Outcome		pply leadership and management principles to empower nurses and			
, and the second		chieve high standards of quality and safety in the delivery of person-			
	centered ca	entered care.			
Semester Assessed	2013-1				
Assessment Type or Artifa	ct Othe	(Descr	ribe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Carrollton (	Campus	1		
Operational Definition or I	earning Obje	ective	CLINICAL PRACTICUM: Clinical practicum	n is a real-wo	rld
			interactive patient care experience in an	acute care	
			setting with faculty oversight. Clinical lea	arning prepa	res
			students to deliver safe and person-cent	tered care ac	ross
			the lifespan. This experience provides th	ne opportunit	Ϊ <b>y</b>
			for students to apply concepts learned in	n the classro	om
			to patient care in the acute setting. Stud	lents 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 comple			ted		
			the assessment.		
Data Collection Point NURS 4545-01 Leadership/Community					
Student Performance Data					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student		
				<b>T</b>	1
Percent of Students with E				0	%
•			Expectations) by a Student		
Student clinical performar				T	
Percent of Students with F				100	%
Description of Developing Performance (Does Not Meet) by a Student					
Student clinical performance needs improvement					
1 0				%	
Description of Unacceptable Performance by a Student					
Student clinical performance was unsatisfactory					
Percent of Students with Unacceptable Performance 0 %					
Improvements or Changes Based on this Assessment					
Type of Planned Improven		Resul	ts are Satisfactory		
Comments on Planned Im	provement				

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

	Learning Outcome Assessment Report			
	Univer	sity of West Georgia		
Information about the Acc	ademic Program and	Learning Outcome being assessed		
College or School	School of Nursing	chool of Nursing		
Academic Program	Bachelor of Science	achelor of Science in Nursing, RN to BSN		
Learning Outcome	Assume altruistic l	egal and ethical responsibility and accoun	tability for	
	personal and prof	essional behavior.		
Semester Assessed	2012-1			
Assessment Type or Artifa	ct Other (Desc	ribe in Operational Definition)		
Cohort (if Applicable)	0			
Location	Carrollton Campus	5		
Operational Definition or	Learning Objective	Clinical Clinical concentrates on the a	pplication of	
		knowledge and skills necessary to provide	de nursing	
		leadership in the delivery of holistic nur	sing care to	
		individuals, families, groups and commu	ınities. Stude	ents
		may participate in clinical learning activi	ities in traditi	onal
		organizational settings and/or non-tradi	itional	
		professional settings. The nursing		
		leadership/management skills of comm	unication,	
		decision making, motivation, and managing change,		
		conflict, stress, and time provide the clinical emphasis.		
		Students will also consider the integration		
		professional nurse caring within the clin		
Student Sampling Process (if applicable)  All students who took this course completed a clinical				ıl
rotation.				
Data Collection Point		NURS 4545 01D & 02D		
Student Performance Data				
Description of Exemplary	Performance (Excee	ds Expectations) by a Student		
			1	
Percent of Students with E	· · · · ·		0	%
•	•	Expectations) by a Student		
, , ,	·	of NURS 4545 at least 85% of students wil		
1		mpetency (see performance document). A		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.			T	
Percent of Students with F			100	%
Description of Developing				
Needs Improvement (NI) -	For the clinical co	omponent of NURS 4545 no more than 15	% of students	5

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

%

Improvements or Changes Based on this	s Assessment
Turns of Diamand Insurance	Dagulta and C

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

Administrative or Faculty Review of this Assessment(if applicable)

**School of Nursing** 

Learning Outcome Assessment Report University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School		chool of Nursing					
Academic Program	Bachelor of	chelor of Science in Nursing, RN to BSN					
Learning Outcome	Assume altr	uistic le	egal and ethical responsibility and accour	ntability for			
	personal and	d profe	essional behavior.	-			
Semester Assessed	2013-1						
Assessment Type or Artifa	ct Other	(Descr	ibe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or Learning Objective		clinical practicular interactive patient care experience in a setting with faculty oversight. Clinical less students to deliver safe and person-cer the lifespan. This experience provides the for students to apply concepts learned to patient care in the acute setting. Students during the guidelines set forth evaluation tool.	n acute care earning prep ntered care a he opportun in the classre dents are n in a clinical	ares across nity oom			
Student Sampling Process (if applicable)			All students enrolled in this course completed the assessment.				
Data Collection Point			NURS 4545-01 Leadership/Community				
Student Performance Data							
Description of Exemplary F	Performance (	(Excee	ds Expectations) by a Student				
Percent of Students with Exemplary Performa			nce	0	%		
Description of Proficient P	erformance (I	Meets	Expectations) by a Student				
Student clinical performan	ce was satisfa	actory					
Percent of Students with F	roficient Perf	orman	ce	100	%		
Description of Developing	Performance	(Does	Not Meet) by a Student				
Student clinical performance needs improvement							
Percent of Students with Developing Performa			ance	0	%		
Description of Unacceptab	Description of Unacceptable Performance by a Student						
Student clinical performance was unsatisfactory							
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							
Comments on Planned Imp	orovement						

Administrative or Faculty Review of this Assessment(if applicable)

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School		chool of Nursing				
Academic Program			e in Nursing, RN to BSN			
Learning Outcome	Communica	te and	collaborate effectively within inter-profe	ssional teams	;	
			y and information systems to improve he			
	and healtho	d healthcare systems.				
Semester Assessed	2012-3					
Assessment Type or Artifa	ct Writte	en Assi	gnment			
Cohort (if Applicable)	0					
Location	Carrollton C	ampus				
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 comp	leted the		
, , , , , , , , , , , , , , , , , , ,	( -   -	,	assignment.			
Data Collection Point			NURS 4522 01D			
Student Performance Data						
Description of Exemplary F	Performance	(Excee	ds Expectations) by a Student			
Outstanding = 90-100% Ex	ceeded expe	ctation	s for assignment			
Percent of Students with Exemplary Performance 59 %					%	
Description of Proficient Performance (Meets Expectations) by a Student					L	
Good = 80-89% Met expec	tations for a	ssignme	ent			
Percent of Students with F	roficient Per	forman	nce	41	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Satisfactory = 75-79 % Me	t minimal exp	ectatio	ons for assignment			
Percent of Students with Developing Performance			ance	0	%	
Description of Unacceptab	le Performar	nce by a	a Student			
Unsatisfactory = < 75% did not meet expectations for assignment						
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven	ovement Results are Satisfactory					
Comments on Planned Imp	Comments on Planned Improvement Results are satisfactory at this time; however, the assignment			nt		
	used was a group assignment. In Fall 2			_	ent	
	will be used to assess the program goal for this group.					
Next Scheduled Assessmen	nent 2013-3					

Administrative or Faculty Review of this Assessment(if applicable)

Learning Outcome Assessment Report							
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed							
College or School		chool of Nursing					
Academic Program			e in Nursing, RN to BSN				
Learning Outcome			collaborate effectively within inter-profes	sional teams			
J		lizing technology and information systems to improve health outcomes					
	and healtho	d healthcare systems.					
Semester Assessed	2013-1						
Assessment Type or Artifa	ct Other	(Descr	ribe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Carrollton C	Campus	1				
Operational Definition or I	earning Obje	ective	CLINICAL PRACTICUM: Clinical practicum	n is a real-wo	orld		
			interactive patient care experience in an	acute care			
			setting with faculty oversight. Clinical lea	arning prepa	res		
			students to deliver safe and person-cent	tered care ac	ross		
			the lifespan. This experience provides th	ne opportunit	ty		
			for students to apply concepts learned in		om		
			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 comp	leted the			
			assessment.				
Data Collection Point NURS 4545-01 Leadership/Community							
Student Performance Data		<b>/</b> 5	de Conservations News Charles				
Description of Exemplary R	Performance	(Excee	ds Expectations) by a Student				
Dorgant of Ctudents with F	'vomplam, Do	rformo	200		T 0/		
Percent of Students with E			Expectations) by a Student	0	%		
Student clinical performan			expectations) by a Student				
Percent of Students with F			nco	100	%		
				100	70		
Description of Developing Performance (Does Not Meet) by a Student Student clinical performance needs improvement							
·					%		
Description of Unacceptable Performance by a Student							
•	Student clinical performance was unsatisfactory						
Percent of Students with Unacceptable Performance 0 %							
Improvements or Changes Based on this Assessment							
Type of Planned Improvement Results are Satisfactory							
Comments on Planned Imp		1 223.	,				

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							
Information about the Acc	ademi	c Program and	Learning Outcome being assessed					
College or School	Scho	hool of Nursing						
Academic Program	Bach	chelor of Science in Nursing, RN to BSN						
Learning Outcome	Part	icipate in analy	ysis, critique, and reform of healthcare reg	gulatory, poli	cy,			
	and	financial syste	ms that influence nursing and healthcare	environment	S.			
Semester Assessed	2012	2-1						
Assessment Type or Artifa	ct	Other (Descr	ribe in Operational Definition)					
Cohort (if Applicable)	0							
Location	Carr	ollton Campus						
Operational Definition or	Learni	ng Objective	Clinical - Clinical concentrates on the ap	plication of				
			knowledge and skills necessary to provide	de nursing				
			leadership in the delivery of holistic nurs	sing care to				
			individuals, families, groups and commu					
			may participate in clinical learning activi		onal			
			organizational settings and/or non-tradi	tional				
			professional settings. The nursing					
			leadership/management skills of commi					
			decision making, motivation, and manag					
			conflict, stress, and time provide the clir	•	is.			
		Students will also consider the integration						
			professional nurse caring within the clin					
Student Sampling Process (if applicable)		All students who took this course compl	ete a clinical					
		rotation.						
Data Collection Point			NURS 4545 01D & 02D					
•	Student Performance Data							
Description of Exemplary	Pertor	mance (Excee	ds Expectations) by a Student					
Donoont of Ctudents with I		Jam - Danfanna		10	Ι ο/			
Percent of Students with E		•		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.								
					%			
Description of Developing								
			emponent of NURS 4545 no more than 15	% of students	S			
,								

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

%

Improvements or Changes Based on this	s Assessment
Type of Planned Improvement	Results are Sa

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

# Administrative or Faculty Review of this Assessment(if applicable)

Learning Outcome Assessment Report University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School	School of Nu	hool of Nursing					
Academic Program	Bachelor of	chelor of Science in Nursing, RN to BSN					
Learning Outcome	Practice qua	ality car	ring as the essence of nursing for persons	of diverse			
	cultures, val	lues, be	eliefs, and lifestyles.				
Semester Assessed	2012-3						
Assessment Type or Artifa	ct Writte	en Assi	gnment				
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or I	earning Obje	ctive	This activity facilitates self-reflection of	individual so	cial		
			and cultural beliefs and expectations. St	tudents will			
			complete a written assignment. The ass	_			
			evaluated according to the guidelines in	the artifact.			
Student Sampling Process (if applicable)			All students who took the course completed this				
	` ''	,	asignment.				
Data Collection Point			NURS 4522-01D				
Student Performance Data							
Description of Exemplary Performance (Exceeds Expectations) by a Student							
Outstanding = 90-100% Ex	ceeded expe	ctation	s for assignment				
Percent of Students with Exemplary Performance 93 %					%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student	I			
Good = 80-89% Met exped	tations for as	signme	ent				
Percent of Students with Proficient Performance 7				7	%		
Description of Developing	Performance	(Does	Not Meet) by a Student				
Satisfactory = 75-79 % Me	t minimal exp	ectatio	ons for assignment				
Percent of Students with I	Developing Pe	erforma	ance	0	%		
Description of Unacceptab	le Performan	ice by a	a Student				
Unsatisfactory = < 75% did	l not meet ex	pectati	ons for assignment				
Percent of Students with Unacceptable Perfor			mance	0	%		
Improvements or Changes Based on this Assessment							
Type of Planned Improven	nent	Resul	ts are Satisfactory				
Comments on Planned Im	provement	While	NURS 4545 is the best course to use to a	ssess the			
		identi	fied program goal, there is data missing f	or student			
			ations for each section taught on each ca	-			
			ned documents). Going forward, the SON				
		use N	URS 4545 to assess BSN program goals fo	r the RN-BSN	١		

	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			
Administrative or Faculty Review of this Assessment(if applicable)				
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	hool of Nursing						
Academic Program	Bachelo	r of Science	e in Nursing, RN to BSN					
Learning Outcome	Practice	actice quality caring as the essence of nursing for persons of diverse						
	cultures	, values, be	eliefs, and lifestyles.					
Semester Assessed	2013-1							
Assessment Type or Artifa	ct O	ther (Descr	ibe in Operational Definition)					
Cohort (if Applicable)	0							
Location	Carrollto	on Campus						
Operational Definition or	Learning	Objective	CLINICAL PRACTICUM: Clinical practicu	ım is a real-	world			
			interactive patient care experience in a	n acute car	re			
			setting with faculty oversight. Clinical le	earning pre	pares			
			students to deliver safe and person-cer	ntered care	across			
			the lifespan. This experience provides t	he opportu	ınity			
			for students to apply concepts learned in the classroom					
			to patient care in the acute setting. Stu	dents are				
			evaluated using the guidelines set forth in a clinical					
			evaluation tool.					
Student Sampling Process (if applicable)			All students enrolled in this course com	pleted the				
			assessment					
Data Collection Point			NURS 4545-01 - Leadership/Communit	У				
Student Performance Date	ד							
Description of Exemplary Performance (Exceeds Expectations) by a Student								
Percent of Students with E				0	%			
Description of Proficient P	erformar	ice (Meets	Expectations) by a Student					
Student demonstrated sat	isfactory	performan	ce in the clinical setting.					
Percent of Students with F	Proficient	Performan	ice	100	%			
Description of Developing								
Student performance in clinical setting "needs improvement:.								
Percent of Students with Developing Performa				0	%			
Description of Unacceptab	Description of Unacceptable Performance by a Student							
Student demonstrated unsatisfactory performance in the clinical setting.								
Percent of Students with Unacceptable Performance 0 %					%			
Improvements or Changes Based on this Assessment								
Type of Planned Improvement Results are Satisfactory								
Comments on Planned Im	•							
Next Scheduled Assessme	nt	2014-	1					

Administrative or Faculty Review of this Assessment(if applicable)

Learning Outcome Assessment Report							
Information about the Acc	University of West Georgia  Information about the Academic Program and Learning Outcome being assessed						
College or School		chool of Nursing					
Academic Program			e in Nursing, RN to BSN				
Learning Outcome			rsing care to persons (individuals, families	s, groups,			
, and the second			populations) across the continuum of hea				
	varie	ety of settings	at local and global levels, focusing on hea	Ith promotio	n		
	and	disease and in	jury prevention across the lifespan.				
Semester Assessed	2012	2-3					
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Carr	ollton Campus					
Operational Definition or	Learni	ng Objective	All students in graded course will comp	lete a			
			comprehensive physical assessment and	d document			
			accurately in an electronic medical reco	rd.			
Student Sampling Process (if applicable)  All student who took the course completed the							
			assignment.				
Data Collection Point NURS 3172-01-D							
Student Performance Data							
Description of Exemplary Performance (Exceeds Expectations) by a Student							
27-30 exceeded competer documentation	ncy red	quirement for	comprehensive holistic physical assessme	ent and			
Percent of Students with Exemplary Performance 100 %					%		
Description of Proficient Performance (Meets Expectations) by a Student							
22.5-26.9 met competenc	y requ	irement for co	omprehensive holistic physical assessmen	t and			
documentation							
Percent of Students with F	Profici	ent Performan	ce	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 I	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 Improven	nent	Resul	ts are Satisfactory				

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

Learning Outcome Assessment Report University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School		chool of Nursing					
Academic Program			e in Nursing, RN to BSN				
Learning Outcome	Utilize critic	al think	king and clinical reasoning based on theo	retical, empir	ical,		
	and experie	experiential knowledge from the liberal arts and sciences to provide					
			vidence-based care.				
Semester Assessed	2012-3						
Assessment Type or Artifa	ct Projec	ct					
Cohort (if Applicable)	0						
Location	Carrollton C	ampus	r.				
Operational Definition or I	earning Obje	ective	Students completed a written group ass	signment and	а		
			poster presentation. The purpose of thi	is project is to	)		
			simulate an evidence-based group expe	erience at an			
			organization and to address a clinical no	ursing problei	m		
			using best evidence through applying, i	ntegrating, ar	nd		
			evaluating the research literature.				
Student Sampling Process (if applicable)  All students who took the course completed the							
	(	,	assignment.				
Data Collection Point			NURS 4523 01D				
Student Performance Data	1						
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student				
Outstanding = 90-100% Ex	ceeded expe	ctation	s for assignment				
Percent of Students with E	xemplary Pe	rforma	nce	69	%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
Good = 80-89% Met expec	tations for as	ssignme	ent				
Percent of Students with F	Proficient Per	forman	nce	31	%		
Description of Developing	Performance	(Does	Not Meet) by a Student				
Satisfactory = 75-79% Met	minimal exp	ectatio	ns for assignment				
Percent of Students with D	Developing Pe	erforma	ance	0	%		
Description of Unacceptab	le Performar	nce by a	a Student				
Unsatisfactory = < 75% did	l not meet ex	pectati	ions for assignment				
Percent of Students with U	Jnacceptable	Perfor	mance	0	%		
Improvements or Changes	Improvements or Changes Based on this Assessment						
Type of Planned Improven	nent	Evalu	ation				
Comments on Planned Imp	provement	The re	esults are satisfactory at this time. Howev	ver, this was a	a 🗍		
	group assignment. For fall 2013 a different assignment will be				be		
		chose	en to assess the program goal.				
Next Scheduled Assessmen	nt	2013-3					

Learning Outcome Assessment Report							
Information about the Aco	University of West Georgia  Information about the Academic Program and Learning Outcome being assessed						
College or School		hool of Nursing					
Academic Program			e in Nursing, RN to BSN				
Learning Outcome			king and clinical reasoning based on theore	etical, empiri	ical.		
		experiential knowledge from the liberal arts and sciences to provide					
	-	e, competent, evidence-based care.					
Semester Assessed	2013-1						
Assessment Type or Artifa	ct Other	· (Descr	ribe in Operational Definition)				
Cohort (if Applicable)	0		· · · · · · · · · · · · · · · · · · ·				
Location	Carrollton C	Campus					
Operational Definition or I	_earning Obje	ective	CLINICAL PRACTICUM: Clinical practicum	n is a real-wo	orld		
			interactive patient care experience in an	acute care			
			setting with faculty oversight. Clinical lea	arning prepa	res		
			students to deliver safe and person-cent	ered care ac	ross		
			the lifespan. This experience provides th	e opportuni	t <b>y</b>		
			for students to apply concepts learned in	n the classro	om		
			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 comp	leted the			
			assessment.				
Data Collection Point			NURS 4545-01 Leadership/Community				
Student Performance Data							
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student				
				T			
Percent of Students with E				0	%		
•			Expectations) by a Student				
Student demonstrated sat				Τ	_		
Percent of Students with F				100	%		
Description of Developing							
Student's clinical performa		•		1			
Percent of Students with Developing Performa				0	%		
Description of Unacceptab		•					
			ormance in the clinical setting.				
Percent of Students with Unacceptable Performance 0 %							
Improvements or Changes							
Type of Planned Improven		Resul	ts are Satisfactory				
Comments on Planned Im	provement						

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

	Learning Outcome Assessment Report					
		Univers	sity of West Georgia			
Information about the Aca	idemic	Program and	Learning Outcome being assessed			
College or School	Schoo	chool of Nursing				
Academic Program	Bache	lor of Science	e in Nursing, RN to BSN			
Learning Outcome	Utilize	e effective tea	aching strategies to empower persons to a	achieve		
	health	ncare goals.				
Semester Assessed	2012-	1				
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)			
Cohort (if Applicable)	0					
Location	Carro	llton Campus				
Operational Definition or I	Learnin	g Objective	Clinical Clinical concentrates on the a	pplication of	:	
			knowledge and skills necessary to provide	de nursing		
			leadership in the delivery of holistic nurs	sing care to		
			individuals, families, groups and commu	ınities. Stude	ents	
			may participate in clinical learning activi		onal	
			organizational settings and/or non-tradi	tional		
			professional settings. The nursing			
			leadership/management skills of commu			
			decision making, motivation, and manag			
			conflict, stress, and time provide the clir	•	is.	
			Students will also consider the integration			
			professional nurse caring within the clin			
Student Sampling Process	(if appl	icable)	All students who took NURS 4545 comp	leted a clinica	al	
			rotation.			
Data Collection Point			NURS 4545 01D and 02D			
Student Performance Data		/=				
Description of Exemplary I	Pertorn	nance (Exceed	ds Expectations) by a Student			
		5. (				
Percent of Students with E		•		0	%	
		•	Expectations) by a Student			
• • •		•	of NURS 4545 at least 85% of students wil			
			mpetency (see performance document). A		of	
,			e to meet clinical objectives pertaining to			
			on from the instructor or preceptor. The s		4:	
			y, nursing process and nursing domains in	-		
clinical setting.	arning	anu auequati	ely applies knowledge pertaining to this co	ompetency If	i me	
Percent of Students with F	Proficio	nt Darfarman	ara	100	%	
Description of Developing				100		
			omponent of NURS 4545 no more than 15	% of student		
iveeus improvement (MI) -	FOI	the chilical Co	miponent of Nors 4545 no more than 15	/o Or Students	3	

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

%

Improvements or	Changes Basea	on this A	Assessment

Type of Planned Improvement	Multiple Improvements			
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. Also, it the faculty believe that it would be			
	best to use another assignment to measure this program			
	outcome.			
	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.			
Next Scheduled Assessment	2013-1			
Administrative on French Parism of this Assessment/if amplicable)				

Administrative or Faculty Review of this Assessment(if applicable)

Learning Outcome Assessment Report							
Information about the Aco	University of West Georgia  Information about the Academic Program and Learning Outcome being assessed						
College or School	School of Nursing	· · · · · · · · · · · · · · · · · · ·					
Academic Program	_	e in Nursing, RN to BSN					
Learning Outcome		aching strategies to empower persons to	achieve				
	healthcare goals.						
Semester Assessed	2013-1						
Assessment Type or Artifa	ct Project						
Cohort (if Applicable)	0						
Location	Carrollton Campus	5					
Operational Definition or I	Learning Objective	Purpose:					
		The purpose of this activity is to provide	an opportur	nity			
		for the student to plan and implement a	an evidenced				
		based educational project for staff or cli	ients/patients	s in			
		the clinical setting. This activity is intend	ded to develo	р			
		and enhance leadership/management s	kills related t	o			
		improving quality and safety in nursing	practice.				
		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 addre		<i>'</i>			
		educational project for staff or clients/p					
Student Sampling Process	(if applicable)	All students who were enrolled in this co		ted			
		the assessment.	·				
Data Collection Point		NURS 4545-01 Leadership/Community					
Student Performance Data	7						
Description of Exemplary I	Performance (Excee	ds Expectations) by a Student					
Student earned 90-100%							
Percent of Students with E	xemplary Performa	nce	82	%			
Description of Proficient P	erformance (Meets	Expectations) by a Student					
Student earned 75-89%							
Percent of Students with F			18	%			
Description of Developing	Performance (Does	Not Meet) by a Student					
Student earned 70-74.9%				_			
Percent of Students with [			0	%			
Description of Unacceptak	ole Performance by	a Student					
Student earned < 70%							
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	2014-1			
Administrative or Faculty Review of this Assessment(if applicable)				
School of Nursing				

Learning Outcome Assessment Report							
	University of West Georgia						
Information about the Acc	idemi	c Program and	Learning Outcome being assessed				
College or School	Scho	chool of Nursing					
Academic Program	Bach	elor of Science	e in Nursing, RN to BSN				
Learning Outcome	Appl	y leadership a	nd management principles to empower n	urses and			
	achi	eve high stand	ards of quality and safety in the delivery of	of person-			
	cent	ered care.					
Semester Assessed	2012	2-1					
Assessment Type or Artifa	ct	Other (Descr	ribe in Operational Definition)				
Cohort (if Applicable)	0						
Location	New	nan					
Operational Definition or	Learni	ng Objective	Clinical Clinical concentrates on the a	pplication of	:		
			knowledge and skills necessary to provi	de nursing			
			leadership in the delivery of holistic nur	sing care to			
			individuals, families, groups and commu	unities. Stude	ents		
			may participate in clinical learning activ	ities in traditi	ional		
			organizational settings and/or non-trad	itional			
			professional settings. The nursing				
			leadership/management skills of comm	unication,			
			decision making, motivation, and mana	ging change,			
			conflict, stress, and time provide the cli	nical emphas	is.		
			Students will also consider the integrati	on of			
			professional nurse caring within the clin	ical setting.			
Student Sampling Process (if applicable)			All students who took the course compl	eted a clinica	ıl		
			rotation.				
Data Collection Point			NURS 4545 91D&92D				
Student Performance Data	ד						
Description of Exemplary	Perfor	mance (Excee	ds Expectations) by a Student				
Percent of Students with B	Exemp	lary Performa	nce	0	%		
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student				
Satisfactory (S) For the	clinica	l component o	of NURS 4545 at least 85% of students wil	ll earn an			
evaluation of ?satisfactory	/? for	the chosen cor	mpetency (see performance document). A	An evaluation	of		
?satisfactory? indicates th	at the	student is abl	e to meet clinical objectives pertaining to	the chosen			
competency with minimal	direct	tion/supervision	on from the instructor or preceptor. The s	tudent			
			ry, nursing process and nursing domains in	-			
The student synthesizes le	earning	g and adequat	ely applies knowledge pertaining to this c	ompetency i	n the		
clinical setting.							
Percent of Students with F	Profici	ent Performan	nce	100	%		
Description of Developing	Perfo	rmance (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

%

Improvements or	Changes Based	on this Assessment
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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			

# Administrative or Faculty Review of this Assessment(if applicable)

University of West Georgia		Learning Outcome Assessment Report					
College or School   School of Nursing	University of West Georgia						
Bachelor of Science in Nursing, RN to BSN	Information about the Aca	ıdemic Progi	ram and	Learning Outcome being assessed			
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 setting with faculty oversight. 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)  Data Collection Point NURS 4545-91 Leadership/Community  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Exceeds Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  O %  Description of Developing Performance needs improvement  Percent of Students with Developing Performance (Does Not Meet) by a Student  Student clinical performance mass unsatisfactory  Percent of Students with Unacceptable Performance  O %  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory	College or School	School of N	hool of Nursing				
achieve high standards of quality and safety in the delivery of person- centered care.    Semester Assessed   2013-1	Academic Program	Bachelor o	f Scienc	e in Nursing, RN to BSN			
Semester Assessed  2013-1  Assessment Type or Artifact  Cohort (if Applicable)  Location  Newnan  Operational Definition or Learning Objective  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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Developing Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Developing Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Developing Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Developing Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory	Learning Outcome	Apply lead	ership a	nd management principles to empower n	urses and		
Assessment Type or Artifact Other (Describe in Operational Definition)  Cohort (if Applicable) 0  Location Newnard Operational Definition or Learning Objective 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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance Males and provided interactive patients are experience in an acute care across the life interactive patient and acute care across the life interac		achieve hig	eve high standards of quality and safety in the delivery of person-				
Assessment Type or Artifact  Cohort (if Applicable)  Location  Operational Definition or Learning Objective  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.  All students enrolled in this course completed the assessment.  Data Collection Point  NURS 4545-91 Leadership/Community  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  Results are Satisfactory  Percent of Students with Unacceptable Performance  Results are Satisfactory		centered c	are.				
Cohort (if Applicable)  Location  Newnan  Operational Definition or Learning Objective Operation Objective Interactive patient care experience in an acute care setting with faculty oversight. Clinical learnows the opportunity for students separate on the classroom to patient care experience in an acute care setting with faculty oversight. Clinical learnows the opportunity for students experience in an acute care setting with faculty oversight. Clinical learnows the opportunity for students experience in an acute care setting with faculty oversight. Clinical learnows the opportunity for students experience in an acute care setting with faculty oversight. Clinical learnows the opportunity for students experience in an acute care setting with faculty oversight. Clinical persons in a caute care setting with faculty oversight. Clinical persons the opportunity for students on the classroom to patient care experience in an acute care setting with faculty operates setting wi	Semester Assessed	2013-1					
Description of Exemplary Performance (Exceeds Expectations) by a Student Students with Exemplary Performance (Exceeds Expectations) by a Student Students with Exemplary Performance (Meets Expectations) by a Student Students with Proficient Performance (Meets Expectations) by a Student Students with Proficient Performance (Does Not Meet) by a Student Students with Developing Performance by a Student Students with Developing Performance by a Student Students with Unacceptable Performance Deformance Was substance Performance Was substance Was substance Was substance Was substance Was substance Was substance Was Student Students with Developing Performance Opes Results are Satisfactory Percent of Students with Developing Performance Opes Student Student Clinical performance needs improvement Results are Satisfactory Percent of Students with Unacceptable Performance Opes Results are Satisfactory Percent of Students with Unacceptable Performance Opes Results are Satisfactory Percent of Students with Unacceptable Performance Opes Results are Satisfactory	Assessment Type or Artifa	ct Othe	er (Descr	ribe in Operational Definition)			
Operational Definition or Learning Objective	Cohort (if Applicable)	0					
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.  NURS 4545-91 Leadership/Community  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance by a Student  Student clinical performance was unsatisfactory	Location	Newnan					
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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance vas unsatisfactory  Percent of Students with Developing Performance vas unsatisfactory  Percent of Students with Unacceptable Performance  Results are Satisfactory  Results are Satisfactory	Operational Definition or I	earning Ob	jective	CLINICAL PRACTICUM: Clinical practicur	n is a real-wo	orld	
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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  100  Sescription of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance 0  Student clinical performance needs improvement  Percent of Students with Developing Performance 0  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance 0  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance 0  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance 0  Student Clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance 0  Student Clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance 0  Student Clinical performance was unsatisfactory				interactive patient care experience in ar	acute care		
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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  100  Sescription of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  20  Student clinical performance needs improvement  Percent of Students with Developing Performance  20  Student clinical performance was unsatisfactory  Percent of Students with Developing Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  80  Student Clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  80  Student Clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  80  Student Clinical performance was unsatisfactory				setting with faculty oversight. Clinical lea	arning prepa	res	
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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  O %  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  No %  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory				students to deliver safe and person-cent	tered care ac	ross	
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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance (Does Not Meet) by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance (Does Not Meet)  Results are Satisfactory				the lifespan. This experience provides th	ne opportunit	ty	
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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  100  8  Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  0  8  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  0  8  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory				for students to apply concepts learned in	n the classro	om	
evaluation tool.  Student Sampling Process (if applicable)  All students enrolled in this course completed the assessment.  Data Collection Point  NURS 4545-91 Leadership/Community  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance  Description of Proficient Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  Results are Satisfactory				to patient care in the acute setting. Students are			
Student Sampling Process (if applicable)  All students enrolled in this course completed the assessment.  Data Collection Point  NURS 4545-91 Leadership/Community  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance  Description of Proficient Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  Results are Satisfactory				evaluated using the guidelines set forth	in a clinical		
assessment.  Data Collection Point NURS 4545-91 Leadership/Community  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  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 %  Improvements or Changes Based on this Assessment  Type of Planned Improvement Results are Satisfactory				evaluation tool.			
Data Collection Point  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance  Description of Proficient Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  O  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  Inprovements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory	Student Sampling Process (if applicable)			All students enrolled in this course comp	oleted the		
Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance Description of Proficient Performance (Meets Expectations) by a Student Student clinical performance was satisfactory Percent of Students with Proficient Performance Description of Developing Performance (Does Not Meet) by a Student Student clinical performance needs improvement Percent of Students with Developing Performance Description of Unacceptable Performance by a Student Student clinical performance was unsatisfactory Percent of Students with Unacceptable Performance Improvements or Changes Based on this Assessment Type of Planned Improvement Results are Satisfactory				assessment.			
Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance Description of Proficient Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory Percent of Students with Proficient Performance Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory	Data Collection Point			NURS 4545-91 Leadership/Community			
Percent of Students with Exemplary Performance  Description of Proficient Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  O  Macceptable Performance  Negroup Students with Unacceptable Performance  Percent of Students with Unacceptable Performance  Negroup Students  Negroup Student	Student Performance Data	1					
Description of Proficient Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory	Description of Exemplary R	Performance	e (Excee	ds Expectations) by a Student			
Description of Proficient Performance (Meets Expectations) by a Student  Student clinical performance was satisfactory  Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory							
Student clinical performance was satisfactory  Percent of Students with Proficient Performance Description of Developing Performance (Does Not Meet) by a Student Student clinical performance needs improvement  Percent of Students with Developing Performance Description of Unacceptable Performance by a Student Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory	Percent of Students with E	xemplary P	erforma	nce	0	%	
Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  0 %  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Results are Satisfactory	Description of Proficient P	erformance	(Meets	Expectations) by a Student			
Description of Developing Performance (Does Not Meet) by a Student  Student clinical performance needs improvement  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance  O  Maintenance  O  Maintenance  Neevalts are Satisfactory	Student clinical performan	ice was satis	factory				
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 %  Improvements or Changes Based on this Assessment  Type of Planned Improvement Results are Satisfactory	Percent of Students with P	roficient Pe	rformar	nce	100	%	
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 %  Improvements or Changes Based on this Assessment  Type of Planned Improvement Results are Satisfactory	Description of Developing	Performand	e (Does	Not Meet) by a Student	_		
Description of Unacceptable Performance by a Student  Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance 0 %  Improvements or Changes Based on this Assessment  Type of Planned Improvement Results are Satisfactory	Student clinical performan	ice needs im	provem	nent			
Student clinical performance was unsatisfactory  Percent of Students with Unacceptable Performance 0 %  Improvements or Changes Based on this Assessment  Type of Planned Improvement Results are Satisfactory	Percent of Students with Developing Performa			ance	0	%	
Percent of Students with Unacceptable Performance 0 %  Improvements or Changes Based on this Assessment  Type of Planned Improvement Results are Satisfactory	Description of Unacceptab	le Performa	nce by a	a Student			
Improvements or Changes Based on this Assessment  Type of Planned Improvement Results are Satisfactory	Student clinical performan	ice was unsa	atisfacto	ry			
Type of Planned Improvement Results are Satisfactory	Percent of Students with Unacceptable Performance 0 %					%	
	Improvements or Changes	·					
	Type of Planned Improven	nent	Resul	ts are Satisfactory			

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

Learning Outcome Assessment Report							
Information about the Aco	University of West Georgia						
College or School	Information about the Academic Program and Learning Outcome being assessed  College or School School of Nursing						
Academic Program			e in Nursing, RN to BSN				
Learning Outcome			egal and ethical responsibility and accoun	ntahility for			
Learning Outcome			essional behavior.	itability 101			
Semester Assessed	Not Availab	le					
Assessment Type or Artifa	ct Othe	r (Descr	ibe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Newnan						
Operational Definition or Learning Objective			clinical practicum: interactive patient care experience in an setting with faculty oversight. Clinical lestudents to deliver safe and person-centhe lifespan. This experience provides the for students to apply concepts learned to patient care in the acute setting. Studental using the guidelines set forth evaluation tool.	n acute care carning prepa tered care ache opportuni in the classro dents are	ares cross ity		
Student Sampling Process	(if applicable	<del>)</del>	All students enrolled in the course completed the assessment.				
Data Collection Point			NURS 4545-91 Leadership/Community				
Student Performance Data							
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student				
2		•					
Percent of Students with E				0	%		
•		•	Expectations) by a Student				
Student clinical performar				100	T 0/		
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  Description of Unacceptable Performance by a Student					70		
Student clinical performance was unsatisfactory							
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 2014-1							

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	Scho	nool of Nursing				
Academic Program	Bach	elor of Scienc	e in Nursing, RN to BSN			
Learning Outcome	Assu	me altruistic l	egal and ethical responsibility and accoun	tability for		
	pers	onal and profe	essional behavior.			
Semester Assessed	2012	2-1				
Assessment Type or Artifa	ct	Other (Descr	ribe in Operational Definition)			
Cohort (if Applicable)	0					
Location	New	nan				
Operational Definition or I	Learni	ng Objective	Clinical Clinical concentrates on the a	pplication of	:	
			knowledge and skills necessary to provide	de nursing		
			leadership in the delivery of holistic nurs	sing care to		
			individuals, families, groups and commu			
			may participate in clinical learning activi		ional	
			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			
Cl. deal Constitut Barrer	/·C	. P I. I . V	professional nurse caring within the clin		-1	
Student Sampling Process	(іт арі	olicable)	All students who took NURS 4545 comp	ieted a ciinica	aı	
Data Callection Daint			rotations.			
Data Collection Point			NURS 4545 91D & 92D			
	Description of Exemplary Performance (Exceeds Expectations) by a Student					
Description of Exemplary i	Perior	mance (Excee	as expectations) by a Student			
Dorgant of Ctudents with [	- Vomn	Jan & Darfarma	200	0	%	
Percent of Students with E		<u> </u>		0	70	
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					1	
			omponent of NURS 4545 no more than 15	% of students	S	

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.

Pe	ercent	ot	Stud	ents	with	Unacc	eptab	le P	ertormance	9
----	--------	----	------	------	------	-------	-------	------	------------	---

0

%

%

Improvements or Changes Based on this Assessment					
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				
Administrative or Faculty Review of this	Assessment(if applicable)				
School of Nursing					

Learning Outcome Assessment Report							
Information about the Aco	University of West Georgia  Information about the Academic Program and Learning Outcome being assessed						
College or School	· · · · · · · · · · · · · · · · · · ·						
Academic Program			e in Nursing, RN to BSN				
Learning Outcome			egal and ethical responsibility and accoun	tahility for			
Learning Outcome			essional behavior.	icability 101			
Semester Assessed	2013-1	<u> </u>					
Assessment Type or Artifa	ct Othe	r (Descr	ibe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Newnan						
Operational Definition or Learning Objective			interactive patient care experience in ar setting with faculty oversight. Clinical le students to deliver safe and person-cen the lifespan. This experience provides the for students to apply concepts learned it to patient care in the acute setting. Students duality and the guidelines set forth evaluation tool.	n acute care arning prepatered care action a	ares cross ity		
Student Sampling Process	(if applicable	e)	All students enrolled in the course completed the assessment.				
Data Collection Point			NURS 4545-91 Leadership/Community				
Student Performance Data		<u> </u>					
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student				
Percent of Students with E	Syamplany Da	rforma	nco	0	%		
	· · · · · ·		Expectations) by a Student	U	/0		
Student clinical performar		•	expectations) by a Student				
Percent of Students with F			ire	100	%		
				1 - 0 0	1,0		
Description of Developing Performance (Does Not Meet) by a Student Student clinical performance needs improvement							
Percent of Students with Developing Performa				0	%		
Description of Unacceptable Performance by a Student							
Student clinical performance was unsatisfactory							
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 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 N	chool of Nursing			
Academic Program	Bachelor of	achelor of Science in Nursing, RN to BSN			
Learning Outcome	Communica	te and	collaborate effectively within inter-profe	ssional teams	5
	utilizing tec	hnolog	y and information systems to improve he	alth outcome	S
	and healtho	are sys	tems.		
Semester Assessed	2012-3				
Assessment Type or Artifa	ct Writte	en Assi	gnment		
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 comp	leted this	
	` ''	•	assignment.		
Data Collection Point			NURS 4522 91D		
Student Performance Data	1				
Description of Exemplary F	Performance	(Excee	ds Expectations) by a Student		
Outstanding = 90-100% Ex	ceeded expe	ctation	s for assignment		
Percent of Students with E	xemplary Pe	rforma	nce	96	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student	_	
Good = 80-89% Met expec	tations for as	ssignme	ent		
Percent of Students with P	Proficient Per	forman	nce	0	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Satisfactory = 75-79 % Met minimal expectations for assignment					
Percent of Students with D	Developing Pe	erforma	ance	0	%
Description of Unacceptable Performance by a Student					
Unsatisfactory = < 75% did not meet expectations for assignment					
Percent of Students with Unacceptable Performance 4 %					
Improvements or Changes Based on this Assessment					
Type of Planned Improven	Type of Planned Improvement Results are Satisfactory				
Comments on Planned Improvement The results are satisfactory at this time. However, this was a			1		
			assignment. For Fall 2013 a different ass	_	be
		chose	en to assess this program goal in this grou	p.	
Next Scheduled Assessmen	nt	2013-	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		chool of Nursing				
Academic Program			e in Nursing, RN to BSN			
Learning Outcome			collaborate effectively within inter-profes	sional teams		
Learning Guttome		hnolog	y and information systems to improve hea			
Semester Assessed	2013-1		<u> </u>			
Assessment Type or Artifa	ct Other	· (Descr	ribe in Operational Definition)			
Cohort (if Applicable)	0		,			
Location	Newnan					
Operational Definition or I	earning Obie	ective	CLINICAL PRACTICUM: Clinical practicum	n is a real-wo	orld	
'	0 ,		interactive patient care experience in an			
			setting with faculty oversight. Clinical lea		res	
			students to deliver safe and person-cent			
			the lifespan. This experience provides th			
			for students to apply concepts learned in	n the classroo	om .	
			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	<u>-)</u>	All student enrolled in the course compl	eted the		
			assessment.			
Data Collection Point			NURS 4545-91 Leadership/Community			
Student Performance Data	1					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
Percent of Students with E	xemplary Pe	rforma	nce	0	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
Student clinical performar	ice is satisfac	tory				
Percent of Students with F	Proficient Per	formar	nce	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 %						
Improvements or Changes Based on this Assessment						
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						
Information about the Acc	Information about the Academic Program and Learning Outcome being assessed					
College or School	Scho	ool of Nursing				
Academic Program	Bach	achelor of Science in Nursing, RN to BSN				
Learning Outcome	Parti	icipate in analy	ysis, critique, and reform of healthcare reg	gulatory, poli	cy,	
	and	financial syste	ms that influence nursing and healthcare	environment	:s.	
Semester Assessed	2012	2-1				
Assessment Type or Artifa	ct	Other (Descr	ribe in Operational Definition)			
Cohort (if Applicable)	0					
Location	New	nan				
Operational Definition or	Learni	ng Objective	Clinical Clinical concentrates on the ap	oplication of		
			knowledge and skills necessary to provide	de nursing		
			leadership in the delivery of holistic nurs	sing care to		
			individuals, families, groups and commu			
			may participate in clinical learning activi		onal	
			organizational settings and/or non-tradi	tional		
			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			
0. 1. 0. 1. 0.	41.5		professional nurse caring within the clin			
Student Sampling Process	(if app	plicable)	All students who take the course comple	ete a clinical		
Data Calleri's a Bairt			rotation.			
Data Collection Point			NURS 4545 91D & 92D			
Student Performance Data						
Description of Exemplary	Pertor	mance (Excee	ds Expectations) by a Student			
Donoont of Ctudents with I		Jam - Danfanna		10	Ι ο/	
Percent of Students with E		•		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						
			omponent of NURS 4545 no more than 15	% of students	S	
p = 2 = 5 ()						

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

%

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
Adams to the confirmation of the	Assessment I'S and I will be

Administrative or Faculty Review of this Assessment(if applicable)

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	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									
			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						
Student Performance Data									
Description of Exemplary Performance (Exceeds Expectations) by a Student									
Outstanding = 90-100% Exceeded expectations for assignment									
Percent of Students with E	xemplary F	erforma	nce 96	%					
Description of Proficient Performance (Meets Expectations) by a Student									
Good = 80-89% Met expectations for assignment									
Percent of Students with P	Proficient P	erformar	nce 0	%					
Description of Developing Performance (Does Not Meet) by a Student									
Satisfactory = 75-79 % Met minimal expectations for assignment									
Percent of Students with D	ance 0	%							
Description of Unacceptable Performance by a Student									
Unsatisfactory = < 75% did not meet expectations for assignment									
Percent of Students with L	Jnacceptab	le Perfor	mance 4	%					
Improvements or Changes Based on this Assessment									
Type of Planned Improven	· · · · · · · · · · · · · · · · · · ·								
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									
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	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					orld				
			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						
Student Performance Data									
Description of Exemplary Performance (Exceeds Expectations) by a Student									
Percent of Students with E		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 %									
Percent of Students with Proficient Performance					%				
Description of Developing Performance (Does Not Meet) by a Student									
Student's clinical performance needs improvement.  Percent of Students with Developing Performance 0 %									
Percent of Students with Developing Performance					%				
Description of Unacceptab		•							
Student demonstrated unsatisfactory performance in the clinical setting.									
Percent of Students with Unacceptable Performance 0 %  Improvements or Changes Based on this Assessment									
Type of Planned Improven									
Comments on Planned Improvement			ts are Satisfactory						
			.1						
Next Scheduled Assessmen	IL	2014-	.T						

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	Scho	chool of Nursing				
Academic Program	Back	chelor of Science in Nursing, RN to BSN				
Learning Outcome	Prov	vide holistic nursing care to persons (individuals, families, groups,				
	com	munities, and populations) across the continuum of healthcare in a				
	varie	ety of settings	at local and global levels, focusing on hea	lth promotio	n	
	and	disease and in	jury prevention across the lifespan.			
Semester Assessed	2012	2-3				
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)			
Cohort (if Applicable)	0					
Location	New	nan				
Operational Definition or	Learni	ng Objective	All students in graded course will comp	ete a		
			comprehensive physical assessment and	d document		
			accurately in an electronic medical reco	rd.		
Student Sampling Process	(if ap	plicable)	All students who took the course will co	mplete this		
	(·· -	,,	assignment.			
Data Collection Point NURS 3172-91-D						
Student Performance Date						
•		mance (Exceed	ds Expectations) by a Student			
· · · · · ·		<u> </u>	comprehensive holistic physical assessme	ent and		
documentation	•	•	. , ,			
Percent of Students with B	Exemp	lary Performa	nce	67	%	
Description of Proficient Performance (Meets Expectations) by a Student						
22.5-26.9 met competenc	y requ	irement for co	omprehensive holistic physical assessmen	t and		
documentation						
Percent of Students with F	Profici	ent Performan	nce	30	%	
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student			
0-22.49 does not meet co	mpete	ency requireme	ent for comprehensive holistic physical as	sessment an	d	
documentation						
Percent of Students with Developing Performance 4			%			
Description of Unacceptable Performance by a Student						
Percent of Students with U	Percent of Students with Unacceptable Performance 0 %					
Improvements or Changes	Improvements or Changes Based on this Assessment					
Type of Planned Improver	nent	Resul	ts 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						
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed					
College or School		hool of Nursing				
Academic Program	Bachelor of	chelor of Science in Nursing, RN to BSN				
Learning Outcome	Utilize critic	ize critical thinking and clinical reasoning based on theoretical, empirical,			pirical,	
	and experie	ntial kr	nowledge from the liberal arts and scien	ces to prov	ide	
	safe, compe	tent, e	vidence-based care.			
Semester Assessed	2012-3					
Assessment Type or Artifa	ct Projec	ct				
Cohort (if Applicable)	0					
Location	Newnan					
Operational Definition or I	earning Obje	ctive	Students completed a written group a	ssignment a	and a	
			poster presentation. The purpose of t	his project i	s to	
			simulate an evidence-based group exp	perience at	an	
			organization and to address a clinical	nursing pro	blem	
			using best evidence through applying,	integrating	, and	
			evaluating the research literature.			
Student Sampling Process	(if applicable	<u> </u>	All students who took the course com	nleted the		
Student Sampling Frocess	(ii applicable	,	assignment.			
Data Collection Point			NURS 4523 91D			
Student Performance Data						
		(Excee	ds Expectations) by a Student			
Outstanding = 90-100% Ex		•				
Percent of Students with E			<u> </u>	7	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
Good = 80-89% Met exped	tations for as	signme	ent			
Percent of Students with F	Proficient Per	forman	ice	19	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Satisfactory = 75-79% Met	minimal exp	ectatio	ns for assignment			
Percent of Students with [	Developing Pe	erforma	ance	11	%	
Description of Unacceptab	le Performar	ice by a	Student			
Unsatisfactory = < 75% did	not meet ex	pectati	ons for assignment			
Percent of Students with Unacceptable Performance 63 %					%	
Improvements or Changes	Based on this	s Asses.	sment		,	
Type of Planned Improven	nent	Multi	ple Improvements			
Comments on Planned Im	provement	It is lil	kely that another assignment would bet	ter assess t	he	
		chose	n program goal. The instructor has ider	itified ways	to	
improve the way in which the content is conveyed to students.				idents.		
		Addit	ionally, this was a group assignment. Fo	or fall 2013	a	

different assignment will be chosen to assess the program				
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						
Information about the Aco	ıdemic Proai		Learning Outcome being assessed			
College or School	School of N		zearning outcome being assessed			
Academic Program		chelor of Science in Nursing, RN to BSN				
Learning Outcome		lize critical thinking and clinical reasoning based on theoretical, empirical,				
Learning Outcome			nowledge from the liberal arts and science	•		
	-	, competent, evidence-based care.				
Semester Assessed	2013-1					
Assessment Type or Artifa	ct Othe	er (Descr	ribe in Operational Definition)			
Cohort (if Applicable)	0	•	· · · · · · · · · · · · · · · · · · ·			
Location	Newnan					
Operational Definition or I	earning Obj	ective	CLINICAL PRACTICUM: Clinical practicur	n is a real-wo	orld	
			interactive patient care experience in ar	acute care		
			setting with faculty oversight. Clinical lea	arning prepa	res	
			students to deliver safe and person-cent	tered care ac	ross	
			the lifespan. This experience provides th	ne opportunit	ty	
			for students to apply concepts learned in	n the classro	om	
			to patient care in the acute setting. Stud	lents are		
			evaluated using the guidelines set forth in a clinical			
			evaluation tool.			
Student Sampling Process (if applicable)		All students enrolled in the course comp	oleted the			
		assessment.				
Data Collection Point			NURS 4545-91 Leadership/Community			
Student Performance Data	1					
Description of Exemplary F	Performance	e (Excee	ds Expectations) by a Student			
Percent of Students with E				0	%	
,		•	Expectations) by a Student			
Student clinical performan				,		
Percent of Students with F				100	%	
Description of Developing						
Student's clinical performa				,		
Percent of Students with Developing Performa				0	%	
Description of Unacceptab		•				
Student clinical performan			<u>'</u>	T		
·					%	
Improvements or Changes						
Type of Planned Improven		Resul	ts are Satisfactory			
Comments on Planned Imp	provement					

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						
Information about the Academic Program and Learning Outcome being assessed						
College or School	School of Nursing	hool of Nursing				
Academic Program	Bachelor of Science	chelor of Science in Nursing, RN to BSN				
Learning Outcome	Utilize effective te	lize effective teaching strategies to empower persons to achieve				
	healthcare goals.	althcare goals.				
Semester Assessed	2012-1					
Assessment Type or Artifa	ct Other (Desc	ribe in Operational Definition)				
Cohort (if Applicable)	0					
Location	Newnan					
Operational Definition or I	earning Objective	Clinical Clinical concentrates on the a				
		knowledge and skills necessary to provide	ū			
		leadership in the delivery of holistic nurs	_			
		individuals, families, groups and commu				
		may participate in clinical learning activi		onal		
		organizational settings and/or non-tradi	tional			
		professional settings. The nursing				
		leadership/management skills of commi				
		decision making, motivation, and manag				
		conflict, stress, and time provide the clir	-	is.		
		Students will also consider the integration				
Challest Consulting Decrees	/:C !! !- ! - \	professional nurse caring within the clin		-1		
Student Sampling Process (if applicable)		All students who took NURS 4545 comp	ieted a clinica	aı		
		rotation.				
Data Collection Point		NURS 4545 91D and 92D				
Student Performance Data		de Evroctations) by a Student				
Description of Exemplary i	Performance (Excee	ds Expectations) by a Student				
Percent of Students with E	Syamplary Darforma	nco	0	%		
	• •	Expectations) by a Student	10	/0		
•	·	of NURS 4545 at least 85% of students wil	l earn an			
	•	mpetency (see performance document). A		of		
•		le to meet clinical objectives pertaining to		01		
•		on from the instructor or preceptor. The s				
· ·	•	ry, nursing process and nursing domains in		tice.		
, ,		tely applies knowledge pertaining to this co	•			
clinical setting.	0 3004300	, , , , , , , , , , , , , , , , , , , ,	1- 232 <b>)</b>			
Percent of Students with Proficient Performance 100 %						
Description of Developing	Performance (Does	Not Meet) by a Student				
		omponent of NURS 4545 no more than 15	% of students	S		

## 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

%

Improvements or	Changes Based	on this Assessment
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Type of Planned Improvement	Multiple Improvements
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.
	The faculty also believe that it would be best to use another
	assignment to measure this program outcome.
	assignment to measure this program outcome.
	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.
Next Scheduled Assessment	2013-1

# Administrative or Faculty Review of this Assessment(if applicable)

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		chelor of Science in Nursing, RN to BSN			
Learning Outcome		eaching strategies to empower persons to	achieve		
ŭ	healthcare goals.	lthcare goals.			
Semester Assessed	2013-1				
Assessment Type or Artifa	ct Project				
Cohort (if Applicable)	0				
Location	Newnan				
Operational Definition or	Learning Objective	Purpose:			
		The purpose of this activity is to provide	an opportur	nity	
		for the student to plan and implement a	an evidenced		
		based educational project for staff or cl	ients/patient	s in	
		the clinical setting. This activity is intend	ded to develo	р	
		and enhance leadership/management s	kills related t	.0	
		improving quality and safety in nursing	practice.		
		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 addre	•	,	
		educational project for staff or clients/p			
Student Sampling Process	(if applicable)	All students enrolled in this course com			
Stadent Sampling 1 rocess	(ii applicable)	assessment.	pieted the		
Data Collection Point		NURS 4545-91D Leadership/Community			
Student Performance Date	7	rene is is siz zeadersing, communic			
		eds Expectations) by a Student			
Student earned 90-100%					
Percent of Students with E	Exemplary Performa	ince	56	%	
Description of Proficient P	erformance (Meets	Expectations) by a Student			
Student earned 75-89%					
Percent of Students with Proficient Performan		nce	37	%	
Description of Developing	Performance (Does	Not Meet) by a Student			
Student earned 70-74.9%					
Percent of Students with I	Developing Perform	ance	0	%	
Description of Unacceptab	ole Performance by	a Student			
Student earned less than ?	70%				
Percent of Students with U	Jnacceptable Perfo	rmance	7	%	

Improvements or Changes Based on this Assessment			
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							
Information about the Academic Program and Learning Outcome being assessed							
College or School	Scho	thool of Nursing					
Academic Program	Bach	chelor of Science in Nursing, RN to BSN					
Learning Outcome	Appl	ply leadership and management principles to empower nurses and					
	achie	eve high stand	ards of quality and safety in the delivery	of person-			
	cent	tered care.					
Semester Assessed	2012	2-1					
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Rom	e					
Operational Definition or	Learni	ng Objective	Clinical Clinical concentrates on the a	application of	f		
			knowledge and skills necessary to provi	de nursing			
			leadership in the delivery of holistic nur	rsing care to			
			individuals, families, groups and commi	unities. Stude	ents		
			may participate in clinical learning activ	rities in tradit	ional		
			organizational settings and/or non-trad	itional			
			professional settings. The nursing				
			leadership/management skills of comm	unication,			
			decision making, motivation, and managing change,				
			conflict, stress, and time provide the clinical emphasis.				
			Students will also consider the integration	ion of			
			professional nurse caring within the clir	nical setting.			
Student Sampling Process (if applicable)		All students who took this course comp	leted a clinic	al			
			rotation.				
Data Collection Point			NURS 4545 51D&52D				
Student Performance Date							
Description of Exemplary	Perfor	mance (Exceed	ds Expectations) by a Student				
Percent of Students with E		•		0	%		
•		-	Expectations) by a Student				
, , ,		•	of NURS 4545 at least 85% of students wi				
1			mpetency (see performance document).		ı of		
•			e to meet clinical objectives pertaining to				
		•	on from the instructor or preceptor. The s				
			y, nursing process and nursing domains in				
-	arnin	g and adequate	ely applies knowledge pertaining to this o	competency i	n the		
clinical setting.					1		
Percent of Students with F				100	%		
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student				

## 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

%

Improvements or	Changes Based	on this Assessment
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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
Administrative or Faculty Boulous of this	Assessment/if annicable)

## Administrative or Faculty Review of this Assessment(if applicable)

	Learning Outcome Assessment Report						
	University of West Georgia						
Information about the Aca	demic Progi	ram and	Learning Outcome being assessed				
College or School	School of N	lursing					
Academic Program	Bachelor o	f Scienc	e in Nursing, RN to BSN				
Learning Outcome	Apply lead	ership a	nd management principles to empower n	urses and			
	achieve hig	gh stand	ards of quality and safety in the delivery of	of person-			
	centered c	are.					
Semester Assessed	2013-1						
Assessment Type or Artifa	ct Othe	r (Descr	ribe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Rome						
Operational Definition or I	earning Obj	ective	CLINICAL PRACTICUM: Clinical practicur	m is a real-wo	rld		
			interactive patient care experience in ar	n acute care			
			setting with faculty oversight. Clinical le	arning prepa	res		
			students to deliver safe and person-cent	tered care ac	ross		
			the lifespan. This experience provides th	ne opportunit	īy		
			for students to apply concepts learned i	n the classro	om		
			to patient care in the acute setting. Stud	dents are			
			evaluated using the guidelines set forth	in a clinical			
			evaluation tool.				
Student Sampling Process	(if applicable	e)	All students enrolled in the course comp	oleted the			
			assessment.				
Data Collection Point			NURS 4545-51 Leadership/Community				
Student Performance Data	1						
Description of Exemplary I	Performance	Excee	ds Expectations) by a Student				
Percent of Students with E	xemplary Pe	erforma	nce	0	%		
Description of Proficient P	erformance	(Meets	Expectations) by a Student				
Student clinical performar	ice was satis	factory					
Percent of Students with F	roficient Pe	rformar	nce	100	%		
Description of Developing	Performanc	e (Does	Not Meet) by a Student				
Student clinical performar	ice needs im	provem	nent				
Percent of Students with Developing Performa			ance	0	%		
Description of Unacceptab	le Performa	nce by a	a Student				
Student clinical performar	ice was unsa	tisfacto	ry				
Percent of Students with Unacceptable Performance 0 %					%		
Improvements or Changes	Based on th	is Asses	sment		•		
Type of Planned Improven	nent	Resul	ts are Satisfactory				
Comments on Planned Im							

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

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 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 and/or non-traditional professional settings, 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  Student Performance Data  Description of Proficient Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Percent of Students with Proficient Performance (Des Not Meet) by a Student  Percent of Students with Proficient Perf			Learning Out	come Assessment Report		
College or School   School of Nursing			Univers	sity of West Georgia		
Bachelor of Science in Nursing, RN to BSN	Information about the Aca	idemi	c Program and	Learning Outcome being assessed		
Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.    Semester Assessed   2012-1	College or School	Scho	ol of Nursing			
Semester Assessed 2012-1  Assessment Type or Artifact Other (Describe in Operational Definition)  Cohort (if Applicable) 0  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  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Description of Proficient Performance (Meets Expectations) by a Student Satisfactory? 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 (Does Not Meet) by a Student	Academic Program	Bach	elor of Scienc	e in Nursing, RN to BSN		
Semester Assessed  Assessment Type or Artifact  Other (Describe in Operational Definition)  Operational Definition or Learning Objective  Operational Definition or Learning Objective Students Operation of Students Operation of Students Operation Operation of Students Operation Opera	Learning Outcome	Assu	me altruistic l	egal and ethical responsibility and accoun	tability for	
Assessment Type or Artifact  Cohort (if Applicable)  Operational Definition or Learning Objective Operational Settings and/or non-traditional organizational 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.  NURS 4545 51D & 52D  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary Performance (Meets Expectations) by a Student  Description of Proficient Performance (Meets Expectations) by a Student  Percent of Students with Exemplary Performance 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 studen		pers	onal and profe	essional behavior.		
Cohort (if Applicable)  Location  Rome  Operational Definition or Learning Objective  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 510 & 52D  Student Performance Data  Description of Exemplary Performance (Exceeds Expectations) by a Student  Percent of Students with Exemplary 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 (Does Not Meet) by a Student	Semester Assessed	2012	2-1			
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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			mance (Evcee	ds Evnectations) by a Student		
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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  Description of Developing Performance (Does Not Meet) by a Student			<u> </u>		1 0	170
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The student synthesizes learning and adequately applies knowledge pertaining to this competency in the clinical setting.  Percent of Students with Proficient Performance  Description of Developing Performance (Does Not Meet) by a Student	· · · · · · · · · · · · · · · · · · ·		•	· · ·		tice.
clinical setting.  Percent of Students with Proficient Performance 100 %  Description of Developing Performance (Does Not Meet) by a Student					-	
Description of Developing Performance (Does Not Meet) by a Student	· ·	·	•	- · · -	•	
	Percent of Students with F	Profici	ent Performar	nce	100	%
Needs Improvement (NI) For the clinical component of NURS 4545 no more than 15% of students	Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		
<u> </u>	Needs Improvement (NI) -	For	the clinical co	omponent of NURS 4545 no more than 15	% of students	5

## 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

%

Improvements or Ch	hanges Based	on this Assessment
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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					
Administrative to the first term of their	A					

Administrative or Faculty Review of this Assessment(if applicable)

	Learning Outcome Assessment Report University of West Georgia						
Information about the Aco			Learning Outcome being assessed				
College or School	_	hool of Nursing					
Academic Program			e in Nursing, RN to BSN				
Learning Outcome			egal and ethical responsibility and accour	ntability for	,		
			essional behavior.	,			
Semester Assessed	2013-1						
Assessment Type or Artifa	ct Othe	r (Descr	ibe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Rome						
Operational Definition or I	earning Obj	ective	CLINICAL PRACTICUM: Clinical practicu	m is a real-	world		
			interactive patient care experience in a	n acute car	e		
			setting with faculty oversight. Clinical le	earning pre	pares		
			students to deliver safe and person-cen	itered care	across		
			the lifespan. This experience provides t	he opportu	nity		
			for students to apply concepts learned	in the class	room		
			to patient care in the acute setting. Stu	dents are			
			evaluated using the guidelines set forth	in a clinica	ıl		
			evaluation tool.				
Student Sampling Process	(if applicable	<u>e)</u>	All students enrolled in the course com	pleted the			
			assessment.				
Data Collection Point			NURS 4545-51 Leadership/Community				
Student Performance Data	1						
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student				
Percent of Students with E	xemplary Pe	rforma	nce	0	%		
Description of Proficient P	erformance	(Meets	Expectations) by a Student				
Student clinical performar	ice was satis	factory					
Percent of Students with F	Proficient Per	forman	ice	100	%		
Description of Developing	Performance	e (Does	Not Meet) by a Student				
Student clinical performar	ice needs im	provem	ent				
Percent of Students with D	Developing P	erforma	ance	0	%		
Description of Unacceptab	le Performa	nce by a	a Student				
Student clinical performar	ice was unsa	tisfacto	ry				
Percent of Students with Unacceptable Performance 0 %					%		
Improvements or Changes	Based on th	is Asses	sment				
Type of Planned Improvement Results are Satisfactory							
Comments on Planned Im							
Next Scheduled Assessme	nt	2014-	1				

Learning Outcome Assessment Report					
			sity of West Georgia		
			Learning Outcome being assessed		
College or School	School of Nu				
Academic Program			e in Nursing, RN to BSN		
Learning Outcome			collaborate effectively within inter-profes		
	_	_	y and information systems to improve hea	alth outcome	S
	and healthc	are sys	tems.		
Semester Assessed	2012-3				
Assessment Type or Artifa	ct Writte	en Assi	gnment		
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		
Student Performance Data	1				
Description of Exemplary F	Performance	(Excee	ds Expectations) by a Student		
Outstanding = 90-100% Ex	ceeded expe	ctation	s for assignment		
Percent of Students with E	xemplary Per	rforma	nce	80	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student		
Good = 80-89% Met expec	tations for as	signme	ent		
Percent of Students with P	roficient Per	forman	nce	20	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Satisfactory = 75-79 % Me	t minimal exp	ectatio	ons for assignment		
Percent of Students with D	Developing Pe	erforma	ance	0	%
Description of Unacceptab	le Performan	ice by a	a Student		1
Unsatisfactory = < 75% did	not meet ex	pectati	ions for assignment		
Percent of Students with L	Jnacceptable	Perfor	mance	0	%
Improvements or Changes	Based on this	s Asses	sment		
Type of Planned Improven	nent	Resul	ts are Satisfactory		
Comments on Planned Imp	provement	The re	esults are satisfactory at this time. Howev	er, this was a	1
		group	assignment. For Fall 2013 a different ass	ignment will	be
chosen to assess this program goal in this group.					
Next Scheduled Assessmen	nt	2013-	-3		

	ear	~	come Assessment Report		
			sity of West Georgia		
•			Learning Outcome being assessed		
College or School	School of				
Academic Program			e in Nursing, RN to BSN		
Learning Outcome			collaborate effectively within inter-profes		
		_	y and information systems to improve hea	alth outcome	S
	and healt	hcare sys	items.		
Semester Assessed	2013-1				
Assessment Type or Artifa		er (Descr	ribe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Rome				
Operational Definition or I	earning O	ojective	CLINICAL PRACTICUM: Clinical practicur		orld
			interactive patient care experience in ar		
			setting with faculty oversight. Clinical lea		
			students to deliver safe and person-cent		
			the lifespan. This experience provides th		-
			for students to apply concepts learned in		om
			to patient care in the acute setting. Stud		
			evaluated using the guidelines set forth	in a clinical	
	/·c  -  -	1.\	evaluation tool.	1	
Student Sampling Process	(if applicat	ole)	All students enrolled in the course comp	letes the	
			assessment.		
Data Collection Point NURS 4545-51 Leadership/Community					
Student Performance Data		o /Evcoo	de Evnectations) by a Student		
Description of Exemplary i	Periormani	e (Excee	ds Expectations) by a Student		
Dorcont of Students with F		Oorforma	nco	0	%
Percent of Students with E			Expectations) by a Student	<u> </u>	70
Student clinical performan		-	expectations) by a Student		
Percent of Students with F			nco	100	%
Description of Developing				100	/0
Student clinical performance needs improvement  Percent of Students with Developing Performance 0					
Description of Unacceptab					%
Student clinical performan		•			
•			,	0	%
Percent of Students with Unacceptable Performance 0 %  Improvements or Changes Based on this Assessment					/0
Type of Planned Improven			ts are Satisfactory		
Comments on Planned Improven			to are surisiación y		
Comments on Flamled IIII	or overnerit				

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

	Learning Outcome Assessment Report					
		Univers	sity of West Georgia			
Information about the Acc	ademic	Program and	Learning Outcome being assessed			
College or School	Schoo	ol of Nursing				
Academic Program	Bache	elor of Science	e in Nursing, RN to BSN			
Learning Outcome	Partio	cipate in analy	ysis, critique, and reform of healthcare reg	gulatory, poli	су,	
	and fi	inancial syste	ms that influence nursing and healthcare	environment	S.	
Semester Assessed	2012-	-1				
Assessment Type or Artifa	ct	Other (Descr	ribe in Operational Definition)			
Cohort (if Applicable)	0					
Location	Rome	9				
Operational Definition or	Learnin	g Objective	Clinical Clinical concentrates on the a	pplication of		
			knowledge and skills necessary to provide	_		
			leadership in the delivery of holistic nurs	_		
			individuals, families, groups and commu			
			may participate in clinical learning activi		onal	
			organizational settings and/or non-tradi	tional		
			professional settings. The nursing			
			leadership/management skills of commu			
			decision making, motivation, and manag			
			conflict, stress, and time provide the clir	-	iS.	
			Students will also consider the integration			
CL deal Constitut December	/·C	P I- I - V	professional nurse caring within the clin			
Student Sampling Process (if applicable)			All students who took the course comple	eted a ciinica	ıl	
Data Callastian Daiat			rotation.			
Data Collection Point			NURS 4545 51D & 52D			
Student Performance Date		manca /Fysaa	de Eurostations) by a Student			
Description of Exemplary	Periorr	nance (Excee	ds Expectations) by a Student			
Dorgant of Ctudents with I	-vomal	ari Darfarma	200	0	%	
Percent of Students with E			Expectations) by a Student	0	70	
•		•	of NURS 4545 at least 85% of students wil	Loarn an		
, , ,		•	mpetency (see performance document). A		of	
,			e to meet clinical objectives pertaining to		OI	
,			on from the instructor or preceptor. The si			
		•	y, nursing process and nursing domains in		tice	
			ely applies knowledge pertaining to this co	-		
clinical setting.	٥٠٠٠٠٠	aaaqaat	- / - F-E	- 11p 200110j 11	30	
Percent of Students with F	Proficie	nt Performan	nce	100	%	
Description of Developing						
			omponent of NURS 4545 no more than 15	% of students	S	
. , ,			•			

## 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

%

Improvements or C	hanges Based	on this Assessment
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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					

Administrative or Faculty Review of this Assessment(if applicable)

Learning Outcome Assessment Report							
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed							
College or School		chool of Nursing					
Academic Program			e in Nursing, RN to BSN				
Learning Outcome			ring as the essence of nursing for person	anc of divorce			
Learning Outcome	•	•	eliefs, and lifestyles.	ons of diverse			
Semester Assessed	2012-3		,				
Assessment Type or Artifa	ct Writte	en Assi	gnment				
Cohort (if Applicable)	0						
Location	Rome						
Operational Definition or I	earning Obje	ctive	This activity facilitates self-reflection	of individual	social		
			and cultural beliefs and expectations	s. Students			
			completed a written assignment. The	e assignment v	was		
			evaluated according to the guideline	s in the direct	ions		
			for the assignment.				
Student Sampling Process	(if applicable	)	All students who took this course co	mpleted this			
- Ctaucin Campinig i cocco	( appaa	,	assignment.				
Data Collection Point			NURS 4522 51D				
Student Performance Data	1						
		(Excee	ds Expectations) by a Student				
Outstanding = 90-100% Ex	ceeded expe	ctation	s for assignment				
Percent of Students with E	xemplary Per	rforma	nce	86	%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
Good = 80-89% Met expec	tations for as	signme	ent				
Percent of Students with F	roficient Per	forman	ice	14	%		
Description of Developing	Performance	(Does	Not Meet) by a Student				
Satisfactory = 75-79 % Me	t minimal exp	ectatio	ons for assignment				
Percent of Students with D	Developing Pe	erforma	ance	0	%		
Description of Unacceptab	le Performan	ice by a	a Student				
Unsatisfactory = < 75% did	l not meet ex	pectati	ons for assignment				
Percent of Students with Unacceptable Perform			mance	0	%		
Improvements or Changes	Improvements or Changes Based on this Assessment						
Type of Planned Improven		Resul	ts are Satisfactory				
Comments on Planned Improvement							
Next Scheduled Assessmen		2013-					
	Administrative or Faculty Review of this Assessment(if applicable)						
School of Nursing							

Learning Outcome Assessment Report							
1.6	1 . 0		sity of West Georgia				
	Information about the Academic Program and Learning Outcome being assessed						
College or School	School of N						
Academic Program			e in Nursing, RN to BSN				
Learning Outcome	•	•	ring as the essence of nursing for persons eliefs, and lifestyles.	of diverse			
Semester Assessed	2013-1	ilues, be	eners, and mestyles.				
Assessment Type or Artifa		r (Doscr	ibe in Operational Definition)				
Cohort (if Applicable)	0	i (Desci	ibe in Operational Definition)				
Location	Rome						
Operational Definition or I		octivo	CLINICAL PRACTICUM: Clinical practicu	m is a roal w	vorld		
Operational Definition of 1	Learning Obj	ective	interactive patient care experience in a				
			setting with faculty oversight. Clinical le				
			students to deliver safe and person-cer				
			the lifespan. This experience provides t				
			for students to apply concepts learned		-		
			to patient care in the acute setting. Stu		,		
			evaluated using the guidelines set forth				
			evaluation tool.				
Student Sampling Process	(if applicable	e)	All students enrolled in the course completed the				
			assessment.				
Data Collection Point			NURS 4545-51 Leadership/Community				
Student Performance Data	1						
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student				
Percent of Students with E	xemplary Pe	rforma	nce	0	%		
Description of Proficient P	erformance	(Meets	Expectations) by a Student		,		
Student demonstrated sat	isfactory per	forman	ce in the clinical setting.				
Percent of Students with F	Proficient Per	forman	ice	100	%		
Description of Developing	Performance	e (Does	Not Meet) by a Student				
Student's clinical performa	ance needs in	nprovei	ment.				
Percent of Students with D	Developing P	erforma	ance	0	%		
Description of Unacceptab	le Performa	nce by a	a Student				
			ormance in the clinical setting.				
Percent of Students with L	Jnacceptable	Perfor	mance	0	%		
Improvements or Changes Based on this Assessment							
Type of Planned Improven		Resul	ts are Satisfactory				
	Comments on Planned Improvement						
Next Scheduled Assessment							

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	demio		Learning Outcome being assessed				
College or School		chool of Nursing					
Academic Program			e in Nursing, RN to BSN				
Learning Outcome			rsing care to persons (individuals, familie	es, groups.			
0			populations) across the continuum of he				
			at local and global levels, focusing on he		on		
		-	jury prevention across the lifespan.	•			
Semester Assessed	2012	2-3					
Assessment Type or Artifa	ct	Other (Descr	ibe in Operational Definition)				
Cohort (if Applicable)	0						
Location	Rom	е					
Operational Definition or I	earni	ng Objective	All students in graded course will comp	lete a			
			comprehensive physical assessment ar	d document			
			accurately in an electronic medical rec	ord.			
Student Sampling Process	(if app	olicable)	All students who took this course comp	oleted the			
assignment.							
Data Collection Point			NURS 3172-51-D				
Student Performance Data							
			ds Expectations) by a Student				
· ·	icy red	quirement for	comprehensive holistic physical assessm	ent and			
documentation							
Percent of Students with E	•			68	%		
•		•	Expectations) by a Student				
22.5-26.9 met competency documentation	y requ	irement for co	omprehensive holistic physical assessme	nt and			
Percent of Students with P	rofici	ent Performan	nce	25	%		
Description of Developing				23	1 /0		
		<u> </u>	ent for comprehensive holistic physical a	ssessment ar	nd		
documentation							
Percent of Students with D	Develo	ping Performa	ance	7	%		
Description of Unacceptab	le Per	formance by a	a Student				
Percent of Students with L	Jnacce	eptable Perfor	mance	0	%		
Improvements or Changes	Based	d on this Asses	sment				
Type of Planned Improven	nent	Resul	ts are Satisfactory				
Comments on Planned Imp	provei	ment					
Next Scheduled Assessment 2013-3							

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School		chool of Nursing					
Academic Program			e in Nursing, RN to BSN				
Learning Outcome	Utilize critic	al think	king and clinical reasoning based on theo	etical, empiri	ical,		
	and experie	ential kr	nowledge from the liberal arts and science	es to provide			
	safe, compe	etent, e	vidence-based care.				
Semester Assessed	2012-3						
Assessment Type or Artifa	ct Proje	ct					
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.					m		
Student Sampling Process	(if applicable	e)	All students who completed the course completed this assignment.				
Data Collection Point			NURS 4523 51D				
Student Performance Data	1						
Description of Exemplary F	Performance	(Excee	ds Expectations) by a Student				
Outstanding = 90-100% Ex	ceeded expe	ctation	s for assignment				
Percent of Students with E	xemplary Pe	rforma	nce	60	%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
Good = 80-89% Met expec	tations for as	ssignme	ent				
Percent of Students with P	Proficient Per	forman	nce	10	%		
Description of Developing	Performance	e (Does	Not Meet) by a Student				
Satisfactory = 75-79% Met	minimal exp	ectatio	ons for assignment				
Percent of Students with D	Developing Pe	erforma	ance	30	%		
Description of Unacceptab	le Performar	nce by a	a Student				
Unsatisfactory = < 75% did		<u> </u>	<u> </u>				
Percent of Students with U	Jnacceptable	Perfor	mance	0	%		
Improvements or Changes	Based on thi	is Asses	sment				
Type of Planned Improven	nent	Evalu	ation				
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 Assessmen	nt	2013-	ext 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	Scho	hool of Nursing				
Academic Program	Bach	elor of Scienc	e in Nursing, RN to BSN			
Learning Outcome	Utiliz	e critical thinl	king and clinical reasoning based on theoretical, emp	irical,		
	and e	experiential kr	nowledge from the liberal arts and sciences to provide	e		
	safe,	competent, e	evidence-based care.			
Semester Assessed	2013	-1				
Assessment Type or Artifa	act	Other (Descr	ribe in Operational Definition)			
Cohort (if Applicable)	0					
Location	Rome	е				
Operational Definition or	Learnir	ng Objective	CLINICAL PRACTICUM: Clinical practicum is a real-v	vorld		
			interactive patient care experience in an acute care	<b>!</b>		
			setting with faculty oversight. Clinical learning prep	ares		
			students to deliver safe and person-centered care a	across		
the lifespan. This experience provides the opportunity						
			for students to apply concepts learned in the classr	oom		
			to patient care in the acute setting. Students are			
			evaluated using the guidelines set forth in a clinical			
			evaluation tool.			
Student Sampling Process	(if app	olicable)	All students enrolled in the course completed the			
			assessment.			
Data Collection Point			NURS 4545-51 Ledership/Community			
Student Performance Date	а					
Description of Exemplary	Perfori	mance (Excee	ds Expectations) by a Student			
Percent of Students with I	Exemp	lary Performa	nce 0	%		
Description of Proficient P	erforn	nance (Meets	Expectations) by a Student			
Student clinical performar	nce is s	atisfactory				
Percent of Students with I	Proficie	ent Performar	nce 100	%		
Description of Developing	Perfor	rmance (Does	Not Meet) by a Student			
Student clinical performar	nce ne	eds improvem	nent			
Percent of Students with Developing Performa			ance 0	%		
Description of Unacceptal	Description of Unacceptable Performance by a Student					
Student clinical performar	nce is u	ınsatisfactory				
Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes	Basea	on this Asses	sment			
Type of Planned Improver	nent	Resul	ts 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					
	Univer	sity of West Georgia				
Information about the Acc	ademic Program and	d Learning Outcome being assessed				
College or School	School of Nursing	chool of Nursing				
Academic Program	Bachelor of Science	ichelor of Science in Nursing, RN to BSN				
Learning Outcome	Utilize effective te	aching strategies to empower persons to	achieve			
	healthcare goals.					
Semester Assessed	2012-1					
Assessment Type or Artifa	ct Other (Desc	ribe in Operational Definition)				
Cohort (if Applicable)	0					
Location	Rome					
Operational Definition or	Learning Objective	Clinical Clinical concentrates on the a	pplication of			
		knowledge and skills necessary to provide	de nursing			
		leadership in the delivery of holistic nur	sing care to			
		individuals, families, groups and commu	ınities. Stude	ents		
		may participate in clinical learning activi	ities in traditi	onal		
		organizational settings and/or non-tradi	itional			
		professional settings. The nursing				
		leadership/management skills of comm	unication,			
		decision making, motivation, and manag	ging change,			
		conflict, stress, and time provide the clir	-	is.		
		Students will also consider the integration				
		professional nurse caring within the clin	ical setting.			
Student Sampling Process	(if applicable)	All students who took NURS 4545 comp	leted a clinica	al		
		rotation.				
Data Collection Point		NURS 4545 51D and 52D				
Student Performance Date						
Description of Exemplary	Performance (Excee	ds Expectations) by a Student				
Percent of Students with I	· · · · · ·		0	%		
•	· ·	Expectations) by a Student				
,	•	of NURS 4545 at least 85% of students wil				
·		mpetency (see performance document). A		of		
•		le to meet clinical objectives pertaining to				
, ,	•	on from the instructor or preceptor. The s				
		ry, nursing process and nursing domains in	-			
-	earning and adequa	tely applies knowledge pertaining to this c	ompetency ir	n the		
clinical setting.			1.00	6.1		
Percent of Students with I			100	%		
Description of Developing						
Needs Improvement (NI) -	For the clinical c	omponent of NURS 4545 no more than 15	% of students	5		

## Percent of Students with Developing Performance

0

%

Description of Unacceptable Performance by a Student
Unsatisfactory (II) --- For the clinical component of NUR

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.

Multiple Improvements

# Percent of Students with Unacceptable Performance

0

%

Improvements or Changes Based on this Assessment

# Comments on Planned Improvement

Type of 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. The faculty also believe that it would be best to use another assignment to measure this program outcome.

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.

## Next Scheduled Assessment

2013-1

Administrative or Faculty Review of this Assessment(if applicable)

Learning Outcome Assessment Report University of West Georgia						
Information about the Aco	Information about the Academic Program and Learning Outcome being assessed					
College or School	School of Nursing					
Academic Program		e in Nursing, RN to BSN				
Learning Outcome		aching strategies to empower persons to	achieve			
	healthcare goals.					
Semester Assessed	2014-1					
Assessment Type or Artifa	ct Project					
Cohort (if Applicable)	0					
Location	Rome					
Operational Definition or I	Learning Objective	Purpose:				
		The purpose of this activity is to provide	e an opportur	nity		
		for the student to plan and implement a	an evidenced			
		based educational project for staff or cl	ients/patients	s in		
		the clinical setting. This activity is intend	ded to develo	р		
		and enhance leadership/management s	kills related t	0		
		improving quality and safety in nursing	practice.			
		Objective:				
		Using a problem solving process and in				
		with the preceptor, the student will ide	•			
		quality improvement or a change in practice or policy in				
		the practicum setting that can be addre	ssed with an			
		educational project for staff or clients/p	atients.			
Student Sampling Process	(if applicable)	All students enrolled in the course comp	pleted this			
		assessment.				
Data Collection Point		NURS 4545-51D Leadership/Community	/			
Student Performance Data	7					
	Performance (Excee	ds Expectations) by a Student				
Student earned 90-100%						
Percent of Students with E	<u> </u>		97	%		
•	erformance (Meets	Expectations) by a Student				
Student earned 75-89%				,		
Percent of Students with F			3	%		
Description of Developing	Performance (Does	Not Meet) by a Student				
Student earned 70-74.9%			-			
Percent of Students with [	· · ·		0	%		
Description of Unacceptak	ole Performance by	a Student				
Student earned < 70%						
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 2014-1				
Administrative or Faculty Review of this Assessment(if applicable)				
School of Nursing				

Learning Outcome Assessment Report University of West Georgia									
Information about the Academic Program and Learning Outcome being assessed									
College or School		chool of Nursing							
Academic Program	Master of So	ience	in Nursing						
Learning Outcome	1.Utilize the	oretica	al models, information systems and techr	nology to pe	erform				
	effectively ir	n a vari	iety of nursing practice, leadership, and e	ducational	roles.				
	(competence	e and o	critical thinking).						
Semester Assessed	2013-1								
Assessment Type or Artifa	ct								
Cohort (if Applicable)	0								
Location									
Operational Definition or	earning Obje	ctive	Student learning outcomes:						
			Utilize information systems for the stor	age, retriev	al and				
			analysis of data. (						
			Critically appraise original research for	practice					
			implications in the context of evidence	e-based pra	ictice. (				
Student Sampling Process	(if applicable)	)	All students completed the assignment						
Data Collection Point			N6400-01						
Student Performance Data	1								
Description of Exemplary	Performance (	(Excee	ds Expectations) by a Student						
Well organized, demonstr	ates logical se	quenc	ing and development of problem statem	ent, signific	ance				
and research question									
Percent of Students with E	xemplary Per	forma	nce	83	%				
Description of Proficient P	erformance (I	Meets	Expectations) by a Student						
Well organized, demonstr	ates logical se	quenc	ing and partial development of problem	statement,					
significance and research	question								
Percent of Students with F	Proficient Perf	orman	ice	11	%				
Description of Developing	Performance	(Does	Not Meet) by a Student						
Demonstrates logical sequ	encing and lir	mited o	development of problem statement, sign	ificance and	t				
research question									
Percent of Students with I	Developing Pe	rforma	ance	0	%				
Description of Unacceptab	ole Performan	ce by a	a Student						
Does not meet criteria									
Percent of Students with I	<u> </u>			6	%				
Improvements or Changes									
Type of Planned Improven			ple Improvements						
Comments on Planned Improvement The students will be offered writing assistance by a Graduate									
		stude	nt from the English dept . The librarian a	student from the English dept . The librarian assigned to the					

	School of Nursing will offer classes in end note					
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  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	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 I	earning Objective	5	4. Examine the concept of caring as it re	elates 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						
Student Performance Data	1								
Description of Exemplary I	Performance (Exce	eec	ds Expectations) by a Student						
90-100%									
Percent of Students with E	xemplary Perform	nar	nce	100	%				
Description of Proficient P	erformance (Meet	ts I	Expectations) by a Student						
89-90%									
Percent of Students with F	Proficient Perform	an	ce	0	%				
Description of Developing	Performance (Doe	es l	Not Meet) by a Student						
Percent of Students with Developing Performance				0	%				
Description of Unacceptable Performance by a Student									
				_					
Percent of Students with Unacceptable Perforn				0	%				
Improvements or Changes									
Type of Planned Improven	·								
Comments on Planned Improvement									
Next Scheduled Assessment 2012-3									
Administrative or Faculty Review of this Assessment(if applicable)									
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		10.Engage in advanced nursing practice that reflects a holistic view of self							
J	and others and respect for diverse cultures (holism).								
Semester Assessed	2013-1								
Assessment Type or Artifa	Assessment Type or Artifact								
Cohort (if Applicable)	0								
Location									
Operational Definition or I	Learning Obj	ective	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	e)	All students were selected N=6						
Data Collection Point			Nurs 6887						
Student Performance Data	ל								
Description of Exemplary Performance (Exceeds Expectations) by a Student									
A:90100%									
Percent of Students with E	xemplary Pe	erforma	nce	75	%				
Description of Proficient P	erformance	(Meets	Expectations) by a Student						
B:80-89%									
Percent of Students with F	Proficient Pe	rforman	nce	25	%				
Description of Developing	Performanc	e (Does	Not Meet) by a Student						
C:75-79%									
Percent of Students with D	ance	0	%						
Description of Unacceptable Performance by a Student									
D:less than 75%									
Percent of Students with Unacceptable Perform			mance	0	%				
Improvements or Changes Based on this Assessment									
Type of Planned Improven									
Comments on Planned Im									
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				
Information about the Academic Program and Learning Outcome being assessed				
College or School	School of Nursing			
Academic Program	Master of Science			
Learning Outcome	_	in leadership and education roles in a manner that reflects		
	-	ce of nursing (caring).		
Semester Assessed	2011-3			
Assessment Type or Artifa	ct Other (Descr	ibe in Operational Definition)		
Cohort (if Applicable)	0			
Location				
Operational Definition or I	earning Objective	Personal Reflective Summary		
		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.  Evaluation should include the following:  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		

Student Performance Data					
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 Per	formance	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	%		
Improvements or Changes Based on this	s Assessment				
Type of Planned Improvement	Results are Satisfactory				
Comments on Planned Improvement	All students did exceptionally well except for or	ne student, w	ho		
did well otherwise, but chose not to complete the assignment.					
Next Scheduled Assessment 2012-3					
Administrative or Faculty Review of this Assessment(if applicable)					
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 N	ursing			
Academic Program	Master of S	cience i	in Nursing		
Learning Outcome	1.Utilize the	eoretica	ll models, information systems and techn	ology to per	form
	effectively i	n a vari	ety of nursing practice, leadership, and e	ducational re	oles.
	(competend	ce and o	critical thinking).		
Semester Assessed	2009-3	009-3			
Assessment Type or Artifa	ct Other	r (Descr	ibe in Operational Definition)		
Cohort (if Applicable)	1				
Location	Carrollton C	Campus			
Operational Definition or I	Learning Obje	ective	Concept analysis		
Student Sampling Process (if applicable)					
Data Collection Point			NUR6100 Theoretical Foundations of N	ursing	
Student Performance Data	7				
Description of Exemplary I	Performance	(Exceed	ds Expectations) by a Student		
Students will score 90% or	better on th	is assig	nment		
Percent of Students with E	xemplary Pe	rforma	nce	72	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student		
Students will score 80% -8	9%				
Percent of Students with F	Proficient Per	forman	ice	21	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Percent of Students with [	Developing Pe	erforma	ance	0	%
Description of Unacceptak	ole Performar	nce by a	a Student		
Students scoring 79% or le	ess is unaccep	otable a	nd will be cosidered a failing grade		
Percent of Students with U	Percent of Students with Unacceptable Performance 7			%	
Improvements or Changes		is Asses.	sment		
Type of Planned Improven	ype of Planned Improvement Other				
Comments on Planned Im	ned Improvement Have graduate teaching assistant work with students to				
	improve writing skills so that all papers are at the 90% level			l	
Next Scheduled Assessme	Next Scheduled Assessment 2010-3				
Administrative or Faculty I	Review of this	s Assess	sment(if applicable)		
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 S	aster of Science in Nursing			
Learning Outcome	1.Utilize the	oretica	al models, information systems and techn	ology to perf	orm
	effectively i	n a vari	iety of nursing practice, leadership, and e	ducational ro	oles.
	(competence	e and o	critical thinking).		
Semester Assessed	2010-3				
Assessment Type or Artifa	ct Other	(Descr	ibe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Carrollton C	ampus	i e		
Operational Definition or I	earning Obje	ective	Concept analysis		
Student Sampling Process	Student Sampling Process (if applicable)				
Data Collection Point					
Student Performance Data	1				
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student		
Students will score 90% or	higher on th	e final	concept analysis paper		
Percent of Students with E	xemplary Pe	rforma	nce	75	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student		ı
Students will score 80%-89	9%				
Percent of Students with F	roficient Per	forman	nce	0	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Students scoring 79% or le	ss is unaccep	table			
Percent of Students with [	Developing Pe	erforma	ance	25	%
Description of Unacceptab	le Performar	nce by a	a Student		
Inadequate analysis and sy	nthesis of lit	erature	e; poor sentence structure and lack of log	ical organizat	ion
throughout paper					
Percent of Students with Unacceptable Performance 0 %				%	
Improvements or Changes		s Asses.	sment		
Type of Planned Improven	nent				
Comments on Planned Im	provement		nue to work with students to improve wr	_	
			re use of independent writing tutorials; h		
			tant from English department to help stu	dents with	
		literat	ture search and writing skills		

Next Scheduled Assessment	2011-3		
Administrative or Faculty Review of this Assessment(if applicable)			
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 Nu		Ecurring Outcome being assessed		
Academic Program	Master of Sc		in Nursing		
Learning Outcome			nced nursing practice that reflects a holist	ric view of sel	f
Learning Outcome			pect for diverse cultures (holism).	ic view or ser	'
Semester Assessed	2012-3		,		
Assessment Type or Artifa	ct Writte	n Assi	gnment		
Cohort (if Applicable)	0		-		
Location	Carrollton Ca	ampus			
Operational Definition or I	Learning Obje	ctive	Examine the concept of caring as it related	tes to providi	ng
			holistic care in a culturally diverse enviro	onment.	
Student Sampling Process (if applicable)			Every student		
Data Collection Point	(II applicable)		6010-01		
Student Performance Date	y		0010-01		
		Exceed	ds Expectations) by a Student		
Each student completed the					
Percent of Students with E			<u> </u>	100	%
			Expectations) by a Student	1 - 0 0	1,72
	(.				
Percent of Students with F	Proficient Perf	orman	nce	0	%
Description of Developing					
		, , , , ,	, -,		
Percent of Students with [	Developing Pe	rforma	ance	0	%
Description of Unacceptak					
		•			
Percent of Students with Unacceptable Perform			mance	0	%
Improvements or Changes Based on this Assessment					
Type of Planned Improven	e 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					
Information about the Academic Program and Learning Outcome being assessed					
College or School	School of	hool of Nursing			
Academic Program	Master of	Science	in Nursing		
Learning Outcome			e original research for practice implicatio	ns in the cont	ext
	of eviden	ce-based	practice.		
Semester Assessed	2010-1				
Assessment Type or Artifa	ct Wri	tten Assi	gnment		
Cohort (if Applicable)	1				
Location	Carrolltor	Campus			
Operational Definition or I	Learning Ol	ojective	Proposal for Scholarly Investigation		
			Literature Review		
Student Sampling Process (if applicable)  All students participate in this activity					
Data Collection Point	<u> </u>		NUR 6400 Scholarly Inquiry in Nursing		
Student Performance Data	7				
Description of Exemplary I	Performan	e (Excee	ds Expectations) by a Student		
Students will achieve a gra	de of 90%	or better			
Percent of Students with E	xemplary I	Performa	nce	100	%
Description of Proficient P	erformanc	e (Meets	Expectations) by a Student		_
Students will achieve a gra	de of 80-8	9%			
Percent of Students with F	Proficient P	erformar	nce	0	%
Description of Developing	Performan	ce (Does	Not Meet) by a Student		
Percent of Students with [	Developing	Performa	ance	0	%
Description of Unacceptab	ole Perform	ance by a	a Student		
Students achieving a 79% or less is unaceptable					
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 no improvements needed at this time					
Next Scheduled Assessment 2011-1					
Administrative or Faculty Review of this Assessment(if applicable)					
School of Nursing					

Learning Outcome Assessment Report					
University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School		chool of Nursing			
Academic Program	Master of S	cience i	in Nursing		
Learning Outcome	-		e original research for practice implication	s in the cont	ext
	of evidence	-based	practice.		
Semester Assessed	2011-3				
Assessment Type or Artifa	ct Quan	titative	Analysis		
Cohort (if Applicable)	0				
Location	Carrollton C				
Operational Definition or I	earning Obje	ective	Course Learning Goal:		
			Analyze research data using SPSS with th		
			statistical methods and report in written	and oral for	m
			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		
Student Performance Data	1				
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student		
Percent of Students with E	xemplary Pe	rforma	nce	0	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student		
100% of students met exp	ectations by	organiz	ing and analyzing the data set; and repor	ting results (	oral
and written)					
Percent of Students with F	Proficient Per	forman	ice	100	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Percent of Students with Developing Performa				0	%
Description of Unacceptab	Description of Unacceptable Performance by a Student				
Percent of Students with Unacceptable Performance 0 %				%	
Improvements or Changes Based on this Assessment					
Type of Planned Improven		Evalu			
Comments on Planned Im			e a rubric to evaluate the assignment		
Next Scheduled Assessme	nt	2012-3			

Learning Outcome Assessment Report University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School		of Nursing			
Academic Program		Master of Science in Nursing			
Learning Outcome			es on nursing practice and education	n, including soc	cial,
, and the second		mic, ethical,	legal, and cultural diversity issues (co	_	
Semester Assessed	2010-3	3			
Assessment Type or Artifa	ct \	Written Assi	gnment		
Cohort (if Applicable)	0				
Location	Carroll	ton 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					
Student Performance Data	1		, ,		
•		ance (Exceed	ds Expectations) by a Student		
90%-100%		•			
Percent of Students with E	xemplai	ry Performai	nce	80	%
		-	Expectations) by a Student		
80%-89%		·			
Percent of Students with F	roficien	it Performan	ce	20	%
Description of Developing	Perform	nance (Does	Not Meet) by a Student		
Percent of Students with [	Developi	ing Performa	ince	0	%
Description of Unacceptab	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 Im	·				
Next Scheduled Assessment 2011-3					
Administrative or Faculty I					
School of Nursing		,			
2200. 0. 170.018					

Learning Outcome Assessment Report University of West Georgia					
Information about the Academic Program and Learning Outcome being assessed					
College or School		chool of Nursing			
Academic Program	Master of S		in Nursing		
Learning Outcome			ces on nursing practice and education, in	ncluding soc	ial,
J			legal, and cultural diversity issues (cons	_	-
	thinking).		, ,		
Semester Assessed	2011-3				
Assessment Type or Artifa	ct				
Cohort (if Applicable)	0				
Location	Carrollton C	ampus			
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		
Student Performance Data	1		Scholarly raper was sacrificed for gra	u <sub>6</sub>	
		(Excee	ds Expectations) by a Student		
7 8= 15 students were Ex		•	, , , , , , , , , , , , , , , , , , , ,		
Percent of Students with E			nce	50	%
			Expectations) by a Student		
7 2 = 9 students were Pro			•		
Percent of Students with F	Proficient Per	forman	ice	3	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
4 2 = 6 students did not r	neet expecta	tions			
Percent of Students with [	Developing Pe	erforma	ance	20	%
Description of Unacceptab	le Performar	nce by a	3 Student		
Percent of Students with Unacceptable Performance 0 %				%	
Improvements or Changes Based on this Assessment					
Type of Planned Improven	rement Results are Satisfactory				
Comments on Planned Im	Comments on Planned Improvement Since 80% of the class achieved a grade of A or B on the paper,			oaper,	
		and n	net the goal of 75% as Exemplary or Pro	ficient, no n	najor
		chang	ges are planned at this time.		
Next Scheduled Assessme	nt	2012-	-3		

Learning Outcome Assessment Report University of West Georgia						
Information about the Aco	Information about the Academic Program and Learning Outcome being assessed					
College or School	School of N		zeug Gatesine zeing assessea			
Academic Program		aster of Science in Nursing				
Learning Outcome			ces on nursing practice and education, incl	uding social.		
			legal, and cultural diversity issues (conscie			
	thinking).	• • • •				
Semester Assessed	2012-3					
Assessment Type or Artifa	ct Writte	en Assi	gnment			
Cohort (if Applicable)	0		<u> </u>			
Location	Carrollton C	ampus				
Operational Definition or I	earning Obje	ctive	4. Identify and begin to utilize basic	principles o	of	
fiscal management, budgeting, and economics in role				e of		
			advanced practice nurse. (1, 5, 8)			
			5. Consider ways to negotiate the a	ndvanced		
			practice role within a selected practice so	etting. (5, 7)		
		6. Explore issues related to caring,	holism, and			
			ethics of health care delivery systems. (3, 8, 9)			
			7. Construct arguments related to issues of health			
			care delivery such as poverty, multiculturalism, and			
			access of care. (3, 8, 10)			
Student Sampling Process	(if applicable	)	all students in the class			
Data Collection Point			NURS 6300			
Student Performance Data						
	Performance	(Excee	ds Expectations) by a Student			
90-100						
Percent of Students with E				42	%	
•	erformance (	Meets	Expectations) by a Student			
80-89.9						
Percent of Students with F				42	%	
, ,	Description of Developing Performance (Does Not Meet) by a Student					
75-79.9						
Percent of Students with Developing Performa				16	%	
Description of Unacceptable Performance by a Student						
less than 75					T	
·				%		
Improvements or Changes		•				
Type of Planned Improven		Resul	ts are Satisfactory			
Comments on Planned Im	provement					

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							
Information about the Aca	ıdemic Program an	d Learning Outcome being assessed					
College or School	School of Nursing						
Academic Program	Master of Science	e in Nursing					
Learning Outcome	4.Implement evic	lence-based practice competencies to ach	ieve quality				
	outcomes and en	hance nursing care delivery, leadership an	d education				
	(critical thinking).						
Semester Assessed	Not Available						
Assessment Type or Artifa	ct Oral Preser	Oral Presentation					
Cohort (if Applicable)	0						
Location	Carrollton Campu	IS					
Operational Definition or I	earning Objective						
		strategies for implementation in health	ı systems				
		leadership.					
Student Sampling Process	(if applicable)	Students selected a topic addressing health systems					
		leadership issues, developed, and delivered a 30-45					
		minute evidence-basedl presentation followed by a					
		discussion regarding the topic.					
Data Collection Point		N6602					
Student Performance Data	1						
Description of Exemplary I	Performance (Exce	eds Expectations) by a Student					
90-100							
Percent of Students with E	xemplary Perform	ance	100	%			
Description of Proficient P	erformance (Meet	s Expectations) by a Student					
80-89			_				
Percent of Students with F			0	%			
Description of Developing	Performance (Doe	s Not Meet) by a Student					
			T -	1			
Percent of Students with [	· · · · · ·		0	%			
Description of Unacceptab	ole Performance by	a Student					
Demonstrat Cturdents will be	Incorporately Dest		To	0/			
Percent of Students with L	•		0	%			
Improvements or Changes							
Type of Planned Improven		ults are Satisfactory					
Comments on Planned Im		2					
Next Scheduled Assessme	nt 2013	2-3					

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca			Learning Outcome being assessed		
College or School	School of N		3		
Academic Program	Master of S	ster of Science in Nursing			
Learning Outcome	4.Implemer	nt evide	ence-based practice competencies to achi	eve quality	
	outcomes a	nd enh	ance nursing care delivery, leadership an	d education	
	(critical thin	ıking).			
Semester Assessed	2009-3	9-3			
Assessment Type or Artifa	ct Proje	Project			
Cohort (if Applicable)	1				
Location	Carrollton C	Campus	•		
Operational Definition or Learning Objective   Develop evidence-based project to address problems in					s 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		
Student Performance Data	1				
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student		
Students will score 90% or	better on th	is asses	ssment.		
Percent of Students with E	xemplary Pe	rforma	nce	44	%
Description of Proficient P	erformance (	Meets	Expectations) by a Student		<u>'</u>
Students will score 80-89%	6 on this asse	ssment	t.		
Percent of Students with F	Proficient Per	forman	nce	0	%
Description of Developing	Performance	(Does	Not Meet) by a Student		
Percent of Students with [	Developing Pe	erforma	ance	0	%
Description of Unacceptab	ole Performar	nce by a	a Student		
Students scoring less than	79% is consi	dered ι	ınacceptable.		
Percent of Students with Unacceptable Performance 56 %				%	
Improvements or Changes	Based on thi	s Asses	sment		
Type of Planned Improven		Other	r		
Comments on Planned Im	provement		p dynamics as well as writing deficiencies		
			ibute to unacceptable performance by 2		
		to ma	ake effective group dynamics explicit in ex	pectations a	nd

	may include peer evaluation regariding participation in project				
	development. Will continue to review rough drafts and refer				
	students to graduate teaching assistant to improve writing as				
	needed.				
	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.				
Next Scheduled Assessment	2011-1				
Administrative or Faculty Review of this Assessment(if applicable)					
School of Nursing					

Learning Outcome Assessment Report University of West Georgia						
Information about the Aca			Learning Outcome being assessed			
College or School	School of Nu					
Academic Program	Master of So	cience i	in Nursing			
Learning Outcome	4.Implemen	t evide	ence-based practice competencies to ach	ieve quality		
	outcomes a	nd enh	ance nursing care delivery, leadership an	d education		
	(critical thin	king).				
Semester Assessed	2011-1	1-1				
Assessment Type or Artifa	ct Projec	Project				
Cohort (if Applicable)	0					
Location	Carrollton C	ampus				
Operational Definition or I	earning Obje	ctive	4. Develop evidence-based appro	aches to addi	ress	
problems in health systems or nursing education						
Student Sampling Process	(if applicable	)	Students worked in small groups in faculty orginated			
			research study. One student conducted an individual			
			research project on topic of her choosing.			
Data Collection Point			Nursing 6989			
Student Performance Data	1					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
Percent of Students with E	xemplary Per	rforma	nce	67	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
Percent of Students with F				33	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Percent of Students with [				0	%	
Description of Unacceptab	ole Performan	ice by a	a Student			
					1	
					%	
Improvements or Changes						
Type of Planned Improven		Currio				
Comments on Planned Im	provement		2011 students will enroll in one credit he		ntly	
			Data Analysis course so they may begin c	_		
		analy	zing data from a faculty research study a	t that time. Ir	1	

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

Learning Outcome Assessment Report						
			sity of West Georgia			
Information about the Acc	idemic Progra	am and	Learning Outcome being assessed			
College or School	School of Nu	ursing				
Academic Program	Master of So	cience i	in Nursing			
Learning Outcome	4.Implemen	t evide	nce-based practice competencies to achi-	eve quality		
	outcomes a	nd enh	ance nursing care delivery, leadership and	d education		
	(critical thin	king).				
Semester Assessed	2011-3	1-3				
Assessment Type or Artifa	ct Projec	ct				
Cohort (if Applicable)	0					
Location	Carrollton C	ampus				
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			
Student Performance Data	7					
Description of Exemplary	Performance	(Excee	ds Expectations) by a Student			
Students will score 90% or	better on the	e Evide	nce-Based Project Paper, which describes	the project	that	
the student identified and	implemented	d in the	e clinical learning environment.			
Percent of Students with E	xemplary Per	rforma	nce	100	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student	•		
Students will score 80-89%	6 on the Evide	ence-Ba	ased Project Paper			
Percent of Students with F	Proficient Perf	forman	ice	0	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Students will score 70-79%	6 on the Evide	ence-Ba	ased Project Paper			
Percent of Students with I	Developing Pe	erforma	ance	0	%	
Description of Unacceptab	ole Performan	ice by a	Student			
Students will score below	70% on the E	vidence	e-Based Project paper			
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes	Based on this	s Asses.	sment			
Type of Planned Improven	nent	Resul	ts are Satisfactory			
Comments on Planned Im	provement	Even	though student performance was exempl	ary, they nee	ed	
		ongoi	ng support in identifying, implementing a	nd evaluatin	g	
		their	projects and describing them in a scholar	ly manner.		

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

Learning Outcome Assessment Report University of West Georgia						
Information about the Aca			Learning Outcome being assessed			
College or School	School of N		<u> </u>			
Academic Program	Master of S		n Nursing			
Learning Outcome	5.Demonstr	ate crit	ical thinking skills in implementing	changes and ma	aking	
			livery of healthcare or in nursing ed	_	-	
	critical thinl	king).	•			
Semester Assessed	2011-1	1-1				
Assessment Type or Artifa	ct Other	Other (Describe in Operational Definition)				
Cohort (if Applicable)	0					
Location	Carrollton C	ampus				
Operational Definition or I	earning Obje	ective	8. Assume the role of leader, char	nge agent and		
			consumer advocate in the practice	e setting.		
Student Sampling Process	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			
Student Performance Data	1					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
Students will achieve a sat	isfactory eva	luation	from the course instructor and pre	ceptor.		
Percent of Students with E	xemplary Pe	rforma	nce	100	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
Percent of Students with F	roficient Per	formar	ce	0	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Percent of Students with [	Developing Pe	erforma	ince	0	%	
Description of Unacceptab	le Performar	nce by a	Student	·		
Students will not achieve a	a satisfactory	evalua	tion from the course instructor and	preceptor.		
Percent of Students with U	Jnacceptable	Perfor	mance	0	%	
Improvements or Changes		s Asses	sment			
Type of Planned Improven		Other				
Comments on Planned Im	provement		ved communication with preceptor			
			ime, each preceptor will be contac		r face-	
			e at least three times during the se	mester.		
Next Scheduled Assessme	nt	2012-	1			

Learning Outcome Assessment Report							
University of West Georgia							
•			Learning Outcome being assessed				
College or School		ool of Nursing					
Academic Program	Master of S	cience i	in Nursing				
Learning Outcome	•	•	lement practice, leadership, manage		ching		
			mprovement of healthcare or nursinរុ	g education			
	(commitme	·					
Semester Assessed	2011-1						
Assessment Type or Artifa	ct Writte	Written Assignment					
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or I	Operational Definition or Learning Objective						
Student Sampling Process	lif applicable	١	All students required to do the writ	ten assignmen	+ (CNII		
Student Sampling Process	(ii applicable	,	Role Differentiation).	iten assigninen	it (CIVL		
Data Collection Point			NURS 6187				
Student Performance Data	1		NOIS 0107				
		(Excee	ds Expectations) by a Student				
		-	ion matrix designed to develop knov	vledge and skil	l in		
			ider (CNL) in the health care organiza	_			
Percent of Students with E			<u> </u>	100	%		
	• •		Expectations) by a Student				
			, , , , , , , , , , , , , , , , , , , ,				
Percent of Students with F	Proficient Per	forman	nce	0	%		
Description of Developing							
Percent of Students with D	Developing Pe	erforma	ance	0	%		
Description of Unacceptab	le Performar	nce by a	Student				
		•					
Percent of Students with L	Jnacceptable	Perfor	mance	0	%		
Improvements or Changes	•						
Type of Planned Improven	nent	Resul	ts are Satisfactory				
Comments on Planned Imp			•				
Next Scheduled Assessmen		2012-	1				
		L					

Learning Outcome Assessment Report						
	U	Inivers	sity of West Georgia			
Information about the Aca			Learning Outcome being assessed			
College or School	School of Nu					
Academic Program	Master of Sc	ience	in Nursing			
Learning Outcome	l		llement practice, leadership, managemen		ng	
	_		mprovement of healthcare or nursing edu	ıcation		
	(commitmen	nt).				
Semester Assessed	2011-1					
Assessment Type or Artifa	ct Projec	t				
Cohort (if Applicable)	0					
Location	Carrollton Ca					
Operational Definition or Learning Objective 8. Assume the role of leader, change agent and						
			consumer advocate in the practice setti	ng.		
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			
Student Performance Data	7					
Description of Exemplary I	Performance (	Excee	ds Expectations) by a Student			
Students will score 90% or	better on this	s assig	nment.			
Percent of Students with E	exemplary Per	forma	nce	100	%	
Description of Proficient P	erformance (N	Meets	Expectations) by a Student			
Students will score 80 to 8	9% on this ass	signme	ent.			
Percent of Students with F	Proficient Perf	ormar	nce	0	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Percent of Students with [	Developing Per	rforma	ance	0	%	
Description of Unacceptab	ole Performan	ce by a	a Student			
Students scoring less than	79% is consid	ered ເ	ınacceptable.			
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven	nent	Resul	ts are Satisfactory			
Comments on Planned Im	provement					
Next Scheduled Assessme	nt	2012-	-1			

Learning Outcome Assessment Report							
University of West Georgia							
Information about the Aca	demic Pro	gram and	Learning Outcome being assessed				
College or School	School of	Nursing					
Academic Program	Master o	f Science	in Nursing				
Learning Outcome	6.Develo	and imp	lement practice, leadership, managemer	nt, and teaching	ng		
	strategie	for the i	mprovement of healthcare or nursing ed	ucation			
	(commitr	nent).					
Semester Assessed	2012-3						
Assessment Type or Artifa	ct Ora	al Present	ation				
Cohort (if Applicable)	0						
Location	Carrollto	rrollton Campus					
Operational Definition or I	earning O	bjective	Students complete a comprehensive ph	•			
			video the completed assignment and su	ubmit to the			
			instructor.				
Student Sampling Process (if applicable)  All							
Data Collection Point			NURS 6401				
Student Performance Data	1						
Description of Exemplary I	Performan	ce (Excee	ds Expectations) by a Student				
The student will complete	an entire	ohysical a	ssessment, addressing all criteria listed o	n the directio	nal		
form, see attached. The st	udents des	scribe, in o	detail each system assessed.				
Percent of Students with E	xemplary	Performa	nce	100	%		
Description of Proficient P	erformanc	e (Meets	Expectations) by a Student				
Percent of Students with F	roficient F	erforman	nce	0	%		
Description of Developing	Performar	ice (Does	Not Meet) by a Student				
Percent of Students with [				0	%		
Description of Unacceptab	le Perform	nance by a	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							
Next Scheduled Assessment 2013-3							
Administrative or Faculty I	Review of t	his Assess	sment(if applicable)				
School of Nursing							

Learning Outcome Assessment Report						
Information about the Acc			sity of West Georgia  I Learning Outcome being assessed			
College or School	School of N		Learning Outcome being assessed			
Academic Program	Master of S		in Nursing			
Learning Outcome			fectively using a collaborative approach t	o improve		
Learning Outcome			the quality of professional nursing practi	•		
	_		(collaboration and communication).	ice and the		
Semester Assessed	2011-1					
Assessment Type or Artifa		ct				
Cohort (if Applicable)	0					
Location	Carrollton (	Campus				
Operational Definition or Learning Objective					:	
•	,		with a clinical agency in identifying a cli			
			developing a plan of action to meet the			
			outcome.			
Student Sampling Process	(if applicable	.1				
Student Sampling Process (if applicable)  Data Collection Point  N6487 Specialty Nursing Practicum						
Student Performance Date	7		140407 Specialty (4dr3ing Fractical)			
		(Excee	ds Expectations) by a Student			
Students will score 90% or			· · · · · · · · · · · · · · · · · · ·			
Percent of Students with E				100	%	
			Expectations) by a Student			
Student will score 80-89%			•			
Percent of Students with F	Proficient Per	forman	nce	0	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Percent of Students with [	Developing Po	erforma	ance	0	%	
Description of Unacceptab	ole Performa	nce by a	a Student			
Students scoring 79% or le	ess is unaccep	table a	and will be considered a failing grade			
Percent of Students with U	Jnacceptable	Perfor	mance	0	%	
Improvements or Changes	Based on th	s Asses.	sment			
Type of Planned Improvement Results are Satisfactory						
Comments on Planned Improvement						
Next Scheduled Assessment 2012-1						
Administrative or Faculty	Review of this	s Assess	sment(if applicable)			
School of Nursing						

ic Program and bool of Nursing ster of Science i	scholarship congruent with preparation fo	or doctoral stu	ypr	
ool of Nursing ster of Science is tain a level of smmitment).  1-1  Oral Presentation	in Nursing scholarship congruent with preparation fo ation	ır doctoral stu	udy	
ster of Science in the stain a level of sommitment).  1-1  Oral Presentation	scholarship congruent with preparation fo	r doctoral stu	udy	
tain a level of sommitment).  1-1  Oral Presentation	scholarship congruent with preparation fo	or doctoral stu	udy	
nmitment).  1-1  Oral Presenta  rollton Campus	ation			
Oral Presenta				
rollton Campus				
•				
•				
ing Objective	Complete a scholarly investigation culmi			
	presentation and/or publication.	inating in a		
Student Sampling Process (if applicable)  Self selcted groups in this course				
	Nursng 6989 Evidence-based project			
rmance (Exceed	ds Expectations) by a Student			
er on this asses	ssment			
olary Performa	nce	100	%	
mance (Meets	Expectations) by a Student			
his assessment	t.			
ient Performan	nce	0	%	
rmance (Does	Not Meet) by a Student			
oping Performa	ance	0	%	
rformance by a	a Student			
on this assessm	nent is considered unacceptable.			
Percent of Students with Unacceptable Performance 0 %				
d on this Asses	sment			
Resul	ts are Satisfactory			
All student groups presented posters at the UWG Celebration of Graduate Student Research.  One student was selected for oral presentation at UWG Celegration of Graduate Student Research.  Three student groups and one individual studnet presented poster at Georgia Association of Nurse Educators Feb. 2011.				
	er on this assession and the composition of the com	Results are Satisfactory  Ment All student groups presented posters at the UW Graduate Student Research.  One student was selected for oral presentation	er on this assessment  Alary Performance  Inance (Meets Expectations) by a Student Inis assessment.  Inis assessment.  Init Performance  I	

	·			
	The individual student poster earned and Outstanding poster			
	award at GANE Feb. 2011.			
	One group presented poster at Clinical Nurse Leader Summit			
	(national conference) Jan. 2011.			
Next Scheduled Assessment	2012-1			
Administrative or Faculty Review of this Assessment(if applicable)				
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 No	ool of Nursing					
Academic Program	Master of So	ster of Science in Nursing					
Learning Outcome	9.Practice n	ursing i	in leadership and education roles in a mai	nner that refl	lects		
	caring as the	e essen	ice of nursing (caring).				
Semester Assessed	2010-3						
Assessment Type or Artifa	ct Portfo	olio					
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or I	earning Obje	ctive	Practice nursing in a manner that reflect	ts 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 Practice	um I			
Student Performance Data	1						
Description of Exemplary F	Performance	(Excee	ds Expectations) by a Student				
Activities within the practi	cum were mu	utually	agreed upon by the faculty and the stude	nt. Students			
created a portfolio based of	upon the app	licatior	n of theory and research in the educationa	al practice			
setting. The portfolio allov	ved for oppor	tunitie	s for the students to demonstrate their co	ompetencies	in		
the selected role of nursin	g educator in	a varie	ety of both educational and/or healthcare	settings.			
Percent of Students with E	Exemplary Pe	rforma	nce	100	%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
				_			
Percent of Students with P	Proficient Per	forman	ice	0	%		
Description of Developing	Performance	(Does	Not Meet) by a Student				
				T	%		
	Percent of Students with Developing Performance 0						
Description of Unacceptab	le Performan	ice by a	a Student				
				1			
Percent of Students with L	•			0	%		
, ,	Improvements or Changes Based on this Assessment						
Type of Planned Improvement Result			ts are Satisfactory				
Comments on Planned Imp							
Next Scheduled Assessmen	nt	2011-	1				

Learning Outcome Assessment Report University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School		ool of Nursing					
Academic Program		of Science i	in Nursing				
Learning Outcome			in leadership and education roles in a ma	nner that ref	lects		
		_	nce of nursing (caring).				
Semester Assessed	2012-3						
Assessment Type or Artifa		ritten Assi	gnment				
Cohort (if Applicable)	0		<u> </u>				
Location	Carrollto	n Campus					
Operational Definition or I			Demonstrate the ability to communicate	e within a car	ring		
'	Ü		philosophy to improve nursing educatio		_		
			professional nursing practice and the he				
				·			
Student Sampling Process (if applicable)  All students in the course							
Data Collection Point	(п аррпса	ibiej	6010-01				
Student Performance Date	7		0010 01				
		nce (Excee	ds Expectations) by a Student				
Each student exceeded ex			, ,				
Percent of Students with E	<u> </u>			100	%		
			Expectations) by a Student		1 '-		
		(**************************************					
Percent of Students with F	Proficient	Performan	nce	0	%		
Description of Developing							
, , , , , , , , , , , , , , , , , , , ,		, , , ,					
Percent of Students with I	Developin	g Performa	ance	0	%		
Description of Unacceptab	•						
		•					
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 Assessme	Next Scheduled Assessment 2013-3						
Administrative or Faculty I	Review of	this Assess	sment(if applicable)				
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 N	nool of Nursing				
Academic Program	Master of S	cience	in Nursing			
Learning Outcome	1.Utilize the	eoretica	al models, information systems and techn	ology to perf	orm	
	effectively i	n a vari	iety of nursing practice, leadership, and e	ducational ro	les.	
	(competend	ce and o	critical thinking).			
Semester Assessed	2011-3					
Assessment Type or Artifa	ct Writt	en Assi	gnment			
Cohort (if Applicable)	0					
Location	Online					
Operational Definition or I	earning Obje	ective	Concept Analysis paper			
Charlent Consulting Duncas	/:£  :  -	. \				
Student Sampling Process	(іт арріісаріє	2)	NG100 The continuit form detices of News			
Data Collection Point			N6100 Theoretical Foundations of Nursi	ing		
Student Performance Data		/Evcoo	ds Expectations) by a Student			
			nment; Students will demonstrate capabil	lity of scholar	clsy	
		_	d synthesis of a selected concept	iity of Scholal	ıy	
Percent of Students with E			<u> </u>	54	%	
	<u> </u>		Expectations) by a Student	J 4		
Students will score 80- 899		=				
Percent of Students with F				37	%	
Description of Developing				37	1,0	
Students will score 70-79%		(2003	not meet, by a beadent			
Percent of Students with I		erforma	ance	7	%	
Description of Unacceptab	, ,				1,5	
Students will score less that						
Percent of Students with Unacceptable Performance 2 %						
Improvements or Changes Based on this Assessment						
Type of Planned Improven		Other				
Comments on Planned Im	·					
		draft	of the paper to Smarthinking prior to sur	nbitting to		
		profe	ssor.			
		Stude	ents will be encouraged to utilize the vario	ous scholarly		

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

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	_	ool of Nursing				
Academic Program	Master of So	cience i	in Nursing			
Learning Outcome			e original research for practice implication	ns in the cont	ext	
	of evidence		-			
Semester Assessed	2013-1					
Assessment Type or Artifa	ct Projec	ct				
Cohort (if Applicable)	0					
Location	Online					
Operational Definition or I	earning Obje	ective	4. Develop evidence-based approa	aches to addr	ess	
			problems in health systems or nursing e	ducation.		
			5. Complete a scholarly investigati	on culminati	ng in	
			a presentation and/or publication.			
			2. Apply critical thinking skills in in	nplementing		
changes in health systems or nursing education						
Student Sampling Process	(if applicable	)	All students ( N=17 ) were included in th	ne selection		
Data Collection Point			N6989-81			
Student Performance Data	1					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
A clearly-written report di	scusses the d	esign, r	requirements, and architecture in detail. S	Strengths and	d	
shortcomings of developm	ent tools are	discus	sed. Sources from the literature review ar	re cited as		
appropriate to provide cor	ntext.					
Percent of Students with E	xemplary Pe	rforma	nce	53	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
The report provides some	discussion th	e desig	n, requirements and implementation, wit	th some		
reference to literature.						
Percent of Students with F	Proficient Per	forman	ice	47	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
The report discusses the n	najor highligh	ts of th	e projects.			
Percent of Students with D	Developing Pe	erforma	ance	0	%	
Description of Unacceptab	le Performar	nce by a	a Student			
The report is unclear or in-	complete, fai	ls to co	mmunicate the fundamental components	s of the proje	ct,	
	or contains plagiarized material.					
Percent of Students with L				0	%	
Improvements or Changes		s Asses.	sment			
Type of Planned Improven		Currio	culum			
Comments on Planned Im	provement		urriculum content has been redesigned to			
		stand	ards of The Masters Essentials. The IRB pr	roposal has b	oeen	

	eliminated				
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							
Information about the Academic Program and Learning Outcome being assessed							
College or School		ol of Nursing					
Academic Program		ter of Science					
Learning Outcome		•	ence-based practice competencies to achi				
		comes and enhance nursing care delivery, leadership and education					
	-	cal thinking).					
Semester Assessed		Available					
Assessment Type or Artifa		Oral Presen	tation				
Cohort (if Applicable)	0						
Location	Onlii						
Operational Definition or I	_earni	ng Objective	The student will:				
			Identify processes useful in evaluating of				
			Explore a variety of methods/processes outcomes	for evaluatir	ng		
			Consider appropriate methods of docur	menting			
			outcomes evaluation				
Present outcome evaluation data in a professional a				nd			
			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 apı	olicable)	All students were assessed.				
Data Collection Point			NURS 6603 -01				
Student Performance Data	1						
Description of Exemplary I	Perfor	mance (Excee	eds Expectations) by a Student				
Presentation Evaluation : s	strong	ly agree					
Percent of Students with E	xemp	lary Performa	ance	47	%		
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student				
Presentation Evaluation : /	Agree						
Percent of Students with F	rofici	ent Performa	nce	53	%		
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student				
Presentation Evaluation : I	Disagr	ee					
Percent of Students with Developing Performa			ance	0	%		
Description of Unacceptab	le Pei	rformance by	a Student				
Presentation Evaluation : S	Strong	gly Disagree					
Percent of Students with U	Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes	Based	d on this Asse	ssment				
Type of Planned Improven			uation				
Comments on Planned Im	prove	ment The	rubric will be redesigned to provide more	detailed			

	evaluation of student presentations			
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						
Information about the Academic Program and Learning Outcome being assessed						
College or School		ool of Nursing				
Academic Program	Master of S		in Nursing			
Learning Outcome			ence-based practice competencies to achi	eve quality		
, and the second	· -	omes and enhance nursing care delivery, leadership and education				
	(critical thin	king).				
Semester Assessed	2012-1					
Assessment Type or Artifa	ct Projec	ct				
Cohort (if Applicable)	0					
Location	Online					
Operational Definition or I	Learning Obje	ective	4. Develop evidence-based approaches	to address		
			problems in health systems or nursing e	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			
Student Performance Data	ז					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
90-100%						
Percent of Students with E	exemplary Pe	rforma	nce	0	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
80-89%						
Percent of Students with F	Proficient Per	forman	nce	100	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Below 80%						
Percent of Students with I	Developing Pe	erforma	ance	0	%	
Description of Unacceptab	ole Performar	nce by a	a Student			
n/a						
Percent of Students with L	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 No changes planned						
Next Scheduled Assessme						
Administrative or Faculty I	Review of this	Assess	sment(if applicable)			
School of Nursing						

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School		chool of Nursing				
Academic Program		aster of Science in Nursing				
Learning Outcome	5.De	emonstrate crit	ical thinking skills in implementing chang	es and makii	ng	
			livery of healthcare or in nursing education		_	
	critic	cal thinking).				
Semester Assessed	Not	Available				
Assessment Type or Artifa	ct	Exam				
Cohort (if Applicable)	0					
Location	Onli	ne				
Operational Definition or	Learni	ng Objective	The student will;			
			Utilize critical thinking in the application	n of		
			pathophysiological principles to case sit	uations as a	basis	
			for advanced nursing practice based on	holism and		
			caring.			
			Utilize critical thinking to synthesize cur			
			findings with evidence-based guidelines to enhance			
			nursing care delivery in the management of selected			
			diseases.			
			Critically analyze the etiology and pathophysiological			
			alterations associated with common he	alth care		
Ct. deat Constitut Barrer	/·C	- 1: 1: 1 - V	conditions.  All students in course were assessed			
Student Sampling Process	(іт ар	plicable)	Exam 16 was chosen			
Data Collection Point			Nurs 6404 N=17			
Student Performance Date	~		Nuis 6404 N-17			
•		mance (Evcee	ds Expectations) by a Student			
A = 90- 100%	Perior	mance (Exceed	us expectations) by a student			
A - 90- 100%						
A = 90- 100%						
B = 80 – 89%						
C = 75 – 79%						
F = below 74%						
Percent of Students with Exemplary Performa			nce	95	%	
Description of Proficient F	erfori	mance (Meets	Expectations) by a Student			
B = 80 – 89%						
Percent of Students with	Profici	ent Performan	ce	5	%	
Description of Developing	Description of Developing Performance (Does Not Meet) by a Student					
		(	mot moot, by a bladem			

Percent of Students with Developing Performance 0 %			%		
Description of Unacceptable Performance by a Student					
F = below 74%					
Percent of Students with Unacceptable Performance 0					
Improvements or Changes Based on this Assessment					
Type of Planned Improvement	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							
-		mic Program and Learning Outcome being assessed					
College or School		hool of Nursing aster of Science in Nursing					
Academic Program							
Learning Outcome		emonstrate critical thinking skills in implementing changes and making					
		isions in the delivery of healthcare or in nursing education (change and					
	critical thinl	king).					
Semester Assessed	2012-1						
Assessment Type or Artifa		Written Assignment					
Cohort (if Applicable)	0						
Location	Online						
Operational Definition or I	earning Obje	ective	Demostrate critical thinking skilll in imp	_			
			changes and making decisions in the de	elivery of			
			heathcare or in nurisng education				
Student Sampling Process (if applicable)  All students were assessed							
Data Collection Point NURS 6602-N01							
Student Performance Data	1						
Description of Exemplary F	Performance	(Excee	ds Expectations) by a Student				
Students will construct an	executive su	mmary	that demonstrates analysis and synthesi	s of an execu	tive		
outcomes study. The stude	ent will demo	nstrate	e mastery of this exercise by scoring 80%	or higher on	the		
assignment as determined	by the rubri	С					
Percent of Students with Exemplary Performance 100 %					%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
The student will score 80%	6 or greater o	f the p	oints allotted per the rubric score.				
Percent of Students with P	Proficient Per	forman	nce	0	%		
Description of Developing	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 U	Percent of Students with Unacceptable Performance 0 %				%		
Improvements or Changes	Improvements or Changes Based on this Assessment						
Type of Planned Improven	nent						
Comments on Planned Imp	provement	No im	nprovement.				
Next Scheduled Assessmen	nt	2013-	-1				

Learning Outcome Assessment Report					
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed					
College or School		hool of Nursing			
Academic Program		ester of Science in Nursing			
Learning Outcome		evelop and implement practice, leadership, management, and teaching			ng
J	•	tegies for the improvement of healthcare or nursing education			
	(commitme				
Semester Assessed	Not Availab	t Available			
Assessment Type or Artifa	ct Othe	Other (Describe in Operational Definition)			
Cohort (if Applicable)	0				
Location	Online				
Operational Definition or I	earning Obj	ective	NURS 6187 is a clinical practicum of 75 h	nours	
	The student will:				
			Demonstrate understanding of the econ	omic contex	t of
			healthcare and its relationship to the rol	le of the clini	cal
nurse leader.					
Assume the role of clinician, educator, and client				ent	
advocate					
Articulate the role of clinical nurse leader assertively					
and professionally to health care team members			nembers, po	licy	
makers, and consumers.					
Student Sampling Process (if applicable)  All students were assessed.N=22					
Data Collection Point NURS 6187					
Student Performance Data					
	Performance	(Excee	ds Expectations) by a Student		
	A = 90-100%				
Percent of Students with E				95	%
·	erformance	(Meets	Expectations) by a Student		
B = 80-89%		r			T 0.4
Percent of Students with F				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%				0/:	
Percent of Students with Unacceptable Performance 0 %				70	
•	Improvements or Changes Based on this Assessment  Type of Planned Improvement  Possults are Satisfactory				
, ,	Type of Planned Improvement Results are Satisfactory  Comments on Planned Improvement This source will not be taught in the revised curriculum.				
Comments on Planned Improvement This course will not be taught in the revised curriculum					

Next Scheduled Assessment	
Administrative or Faculty Review of this	Assessment(if applicable)
School of Nursing	

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School		hool of Nursing				
Academic Program		ester of Science in Nursing				
Learning Outcome		ommunicate effectively using a collaborative approach to improve				
	_	sing education, the quality of professional nursing practice and the				
			(collaboration and communication).			
Semester Assessed	2012-3					
Assessment Type or Artifa		Vritten Assig	gnment			
Cohort (if Applicable)	0					
Location	Online					
Operational Definition or I	_earning	Objective	Clinical Project that involves communic	ation 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			um I			
Student Performance Data	Student Performance Data					
Description of Exemplary I	Performa	ance (Exceed	ds 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%	6 on this	assignment				
Percent of Students with F	roficient	t Performan	ce	0	%	
Description of Developing	Perform	ance (Does	Not Meet) by a Student			
Percent of Students with D	Developii	ng Performa	nce	0	%	
Description of Unacceptab	le Perfo	rmance by a	Student			
Students scoring less than 80% on this assignment						
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven	nent	Pedag	ogy			
Comments on Planned Im	proveme	ent				
Next Scheduled Assessme	nt					
Administrative or Faculty Review of this Assessment(if applicable)						
School of Nursing						

Learning Outcome Assessment Report					
University of West Georgia					
Information about the Aca	demic Pro	gram and	Learning Outcome being assessed		
College or School	School of	nool of Nursing			
Academic Program	Master o	aster of Science in Nursing			
Learning Outcome	7.Commi	unicate ef	fectively using a collaborative approach to	improve	
	nursing e	sing education, the quality of professional nursing practice and the			
	healthca	re system	(collaboration and communication).		
Semester Assessed	2013-1	-			
Assessment Type or Artifa	ct Ora	Oral Presentation			
Cohort (if Applicable)	0				
Location	Online				
Operational Definition or I	earning O	bjective	The student will :		
			Negotiate the role of clinical nurse leade	er and change	9
			agent in the practice setting		
			Collaborate with others to effectively lea	ad and mana	ge a
diverse interdisciplinary health care team					
			Demonstrate the ability to tolerate amb	iguity and the	e
			changing nature of the role in making the transition to		
	clinical nurse leader.				
Student Sampling Process	(if applica	ole)	All students were assessed. This is a pas	s or fail	
			assignment . This course is a clinical imm	nersion	
practicum					
Data Collection Point NURS6387 CNL practicum					
Student Performance Data	1				
Description of Exemplary I	Description of Exemplary Performance (Exceeds Expectations) by a Student				
Percent of Students with E	xemplary	Performa	nce	100	%
Description of Proficient P	erformand	e (Meets	Expectations) by a Student		
				_	_
Percent of Students with F	roficient F	erformar	nce	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		this Asses	sment		
Type of Planned Improven	nent	Resul	ts 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						
Information about the Aco	Information about the Academic Program and Learning Outcome being assessed					
College or School		hool of Nursing				
Academic Program		aster of Science in Nursing				
Learning Outcome			scholarship congruent with preparation f	or doctoral st	udv	
		ommitment).				
Semester Assessed	2012-1	12-1				
Assessment Type or Artifact Oral Presentation						
Cohort (if Applicable)	0					
Location	Online	nline				
Operational Definition or Learning Objective Complete a scholalry investigation culminating in a presentation or publication.						
Student Sampling Process (if applicable)  Class of 4 students worked collaboratively on one project				oject		
	with faculty.					
Data Collection Point Nursing 6989						
Student Performance Data	1					
Description of Exemplary I	Performance	(Excee	ds 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 F	Proficient Per	forman	ice	0	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Below 80%						
Percent of Students with D	Developing Pe	erforma	ance	0	%	
Description of Unacceptab	Description of Unacceptable Performance by a Student					
N/A						
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven	Type of Planned Improvement Results are Satisfactory					
Comments on Planned Im	provement	No ch	anges planned			
Next Scheduled Assessme	Next Scheduled Assessment					
Administrative or Faculty Review of this Assessment(if applicable)						
School of Nursing						

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca			Learning Outcome being assessed				
College or School	School of N	nool of Nursing					
Academic Program	Master of S	aster of Science in Nursing					
Learning Outcome	8.Attain a le	ttain a level of scholarship congruent with preparation for doctoral study					
	(commitme	ommitment).					
Semester Assessed	2012-3	12-3					
Assessment Type or Artifa	ct Projec	Project					
Cohort (if Applicable)	0	· ·					
Location	Online	nline					
Operational Definition or L	earning Obje	ective	Evidence Based project				
Student Sampling Process	(if applicable	)	All students in course were selected for	assessment			
Data Collection Point			Nurs 6989				
Student Performance Data							
Description of Exemplary F	Performance	(Exceed	ds Expectations) by a Student				
Group of students will com	nplete an IRB	applio	cation for a research project. The student	will demonst	rate		
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 com	nplete an IRB	applio	cation for a research project. The student	will demonst	rate		
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 o	omplete an I	RB app	lication which is not approved				
Percent of Students with Developing Performance 0 %					%		
Description of Unacceptab	Description of Unacceptable Performance by a Student						
A group of students will not complete an IRB application.							
Percent of Students with Unacceptable Performance 0 %							
Improvements or Changes Based on this Assessment							
Type of Planned Improvem	nent	Other					
Comments on Planned Imp	provement	No pla	anned improvements				
Next Scheduled Assessment 2013-3							
Administrative or Faculty F	Review of this	Assess	ment(if applicable)				
School of Nursing							

Learning Outcome Assessment Report University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	Schoo	hool of Nursing				
Academic Program	Docto	ctor of Education with a Major in Nursing Education				
Learning Outcome	Adva	vance the scholarship of nursing education.				
Semester Assessed	2012	12-3				
Assessment Type or Artifac	ct	Written Assignment				
Cohort (if Applicable)	1					
Location	Onlin	lline				
Operational Definition or Learning Objective Analyze risks and opportunities that confront nurse educators as members of a global nursing commu					у	
Student Sampling Process (if applicable)			All			
Data Collection Point			NURS 9001			
Student Performance Data						
Description of Exemplary P	erforr	mance (Exceed	ds Expectations) by a Student			
The student will demonstra	ate ma	stery of Curre	ent and Emerging Philosophical Challenge	s in nursing		
education with the use of a	analys	is and synthes	sis within a scholarly paper.			
Percent of Students with E	xempl	ary Performar	nce	93	%	
Description of Proficient Pe	erform	ance (Meets	Expectations) by a Student			
Percent of Students with P	roficie	nt Performan	ce	0	%	
Description of Developing	Perfor	mance (Does	Not Meet) by a Student			
Percent of Students with D	evelo	oing Performa	ance	0	%	
Description of Unacceptab	le Per	formance by a	a Student			
One student was unable to	comp	lete the cour	se assignment and therefore did not mee	t all course		
outcomes.						
Percent of Students with Unacceptable Performance 7			%			
Improvements or Changes	Based	on this Assess	sment			
Type of Planned Improvem	nent	Other	•			
Comments on Planned Imp	· ·					

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 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				
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 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				
University of West Georgia  Information about the Academic Program and Learning Outcome being assessed  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				
Information about the Academic Program and Learning Outcome being assessed         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				
College or School  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)  Location  Online  Operational Definition or Learning Objective  Evaluate characteristics of effective research designs in nursing education				
Academic Program  Doctor of Education with a Major in Nursing Education  Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.  Semester Assessed  2012-3  Assessment Type or Artifact  Cohort (if Applicable)  Location  Online  Operational Definition or Learning Objective  Evaluate characteristics of effective research designs 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				
Semester Assessed  Assessment Type or Artifact Cohort (if Applicable)  Location Operational Definition or Learning Objective  Evaluate characteristics of effective research designs in nursing education    Evaluate Characteristics of effective research designs in nursing education				
Semester Assessed  Assessment Type or Artifact  Cohort (if Applicable)  Location  Operational Definition or Learning Objective  Evaluate characteristics of effective research designs in nursing education				
Assessment Type or Artifact  Cohort (if Applicable)  Location  Operational Definition or Learning Objective  Evaluate characteristics of effective research designs in nursing education				
Cohort (if Applicable)  Location  Operational Definition or Learning Objective  Operational Definition or Learning Objective  In urraing education  In urraing education				
Operational Definition or Learning Objective Evaluate characteristics of effective research designs in nursing education				
Operational Definition or Learning Objective Evaluate characteristics of effective research designs in nursing education				
nursing education				
Student Sampling Process (if applicable)  All				
Student Sampling Process (if applicable)  All				
Student Sampling Process (if applicable)  All				
Student Sampling Process (if applicable)  All				
Student Sampling Process (if applicable)  All				
Data Collection Point NURS 9002				
Student Performance Data				
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 %				
Improvements or Changes Based on this Assessment				
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  Information about the Academic Program and Learning Outcome being assessed						
College or School		chool of Nursing				
Academic Program		octor of Education with a Major in Nursing Education				
Learning Outcome		emonstrate advanced nurse educator competencies to enact increasingly				
		mplex faculty and leadership roles.				
Semester Assessed	2012-3					
Assessment Type or Artifa	ct Oral	Present	ation			
Cohort (if Applicable)	1					
Location	Online					
Operational Definition or Learning Objective Identify trends and major nursing education issues						
Student Sampling Process	Student Sampling Process (if applicable)  All					
Data Collection Point NURS 9001						
Student Performance Data						
Description of Exemplary Performance (Exceeds Expectations) by a Student						
The student will participat and trends to further stud knowledge levels and incre	ent		On Line Chat based upon nursing educatio	n current issu	ies	
Percent of Students with Exemplary Performance 93 %						
Description of Proficient Performance (Meets Expectations) by a Student						
		•	, ,			
Percent of Students with F	roficient Pe	rforman	nce	0	%	
Description of Developing	Performano	e (Does	Not Meet) by a Student			
Percent of Students with D	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 %					%	
Improvements or Changes Based on this Assessment						
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						
Information about the Academic Program and Learning Outcome being assessed						
College or School	School of N	chool of Nursing				
Academic Program	Doctor of E	octor of Education with a Major in Nursing Education				
Learning Outcome	Facilitate cu	urriculu	m design, development of courses, and e	valuation of		
	program ar	ogram and learner outcomes using evidence-based strategies.				
Semester Assessed	2012-3					
Assessment Type or Artifa	ct Writt	en Assi	gnment			
Cohort (if Applicable)	1					
Location	Online					
Operational Definition or Learning Objective Synthesize information from multiple sources						
Student Sampling Process	(if applicable	2)	All			
Data Collection Point			NURS 9001			
Student Performance Data	1					
Description of Exemplary F	Performance	(Exceed	ds Expectations) by a Student			
The student will demonstr	ate mastery	of curre	ent evidence-based strategies in nursing o	education wit	h	
the use of analysis and syr	thesis withir	n a scho	larly paper.			
Percent of Students with E	xemplary Pe	rforma	nce	93	%	
Description of Proficient P	erformance	(Meets	Expectations) by a Student			
Percent of Students with F				0	%	
Description of Developing Performance (Does Not Meet) by a Student						
Percent of Students with D				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 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven		Other		1		
Comments on Planned Imp	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					

univers			rsity writing center.		
Next Scheduled Assessment 2013-3			3		
Administrative or Faculty Review of this Assessment(if applicable)					
School of Nursing					
	Lea	arning Out	come Assessment Report		
		Univers	sity of West Georgia		
Information about the Aca	idemic Pro	ogram and	Learning Outcome being assessed		
College or School	School o	chool of Nursing			
Academic Program	Doctor o	Doctor of Education with a Major in Nursing Education			
Learning Outcome	Function	as a chan	ge agent, innovator, and leader with the	continuous	
	pursuit c	of quality ir	mprovement in the nurse educator role.		
Semester Assessed	2012-3				
Assessment Type or Artifa	ct Ca	se Analysis	S		
Cohort (if Applicable)	1				
Location	Online				
Operational Definition or I	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			NURS 9001		
Student Performance Data	1				
Description of Exemplary F	Performar	nce (Exceed	ds 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 E	xemplary	Performar	nce	93	%
Description of Proficient P	erforman	ce (Meets	Expectations) by a Student		
Percent of Students with Proficient Performance 0 %					
					/0
Description of Developing Performance (Does Not Meet) by a Student					
Percent of Students with Developing Performance 0 9					%
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 %					
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					

### **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	MGNT 4660, Strategic Management.
organization and to develop a plan to ensure	
organizational viability.	

#### **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	Management.
with multi-functional issues.	

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			
•			Learning Outcome being assessed			
College or School	Richards Co					
Academic Program			ss Administration (all)			
Learning Outcome	•	ic skills	in information and business technology			
Semester Assessed	2008-1					
Assessment Type or Artifa	ct Exam					
Cohort (if Applicable)	0					
Location	Carrollton C	ampus				
Operational Definition or Learning Objective  Students will be able to effectively use a word processing so program, a spreadsheet program, a database management program.  Students will be able to effectively use a word processing so program, a spreadsheet program, a database management program.					nagement program	
Student Sampling Process	(if applicable	)	Each student completed a workbook of	activities	(modules) assessing	
			their abilities on different tasks. At the e	their abilities on different tasks. At the end of each module, a test was		
			given. There was also a final comprehensive exam			
Data Collection Point			CISM 2201			
Student Performance Data	1					
Description of Exemplary F	Performance	(Excee	ds Expectations) by a Student			
70% or higher correct						
Percent of Students with Exemplary Performar			nce	95	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
60% - 69% correct						
Percent of Students with F	roficient Per	forman	ice	5	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Less than 60% correct						
Percent of Students with D	eveloping Pe	erforma	ance	0	%	
Description of Unacceptab	le Performan	ice by a	3 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 Imp	provement Continued data collection to confirm results.					
Next Scheduled Assessment 2009-1						
Administrative or Faculty Review of this Assessment(if applicable)						
Impact of Improvements?						

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Academic Program and Learning Outcome being assessed						
College or School	Richa	ichards College of Business				
Academic Program	Bach	achelor of Business Administration (all)				
Learning Outcome	Acqu	ire basic skills	in information and business technolog	у		
Semester Assessed	2008	-3				
Assessment Type or Artifac	ct	Quantitative	Analysis			
Cohort (if Applicable)	0					
Location	Carro	ollton Campus				
Operational Definition or Learning Objective Students will use spreadsheet software to analyze business data						
Student Sampling Process	(if app	licable)	All students in two sections of ECON	3402 compl	eted the assignment	
Data Collection Point			ECON 3402			
Student Performance Data						
Description of Exemplary P	erforr	mance (Exceed	ds Expectations) by a Student			
A score of 87% or higher co	orrect					
Percent of Students with Exemplary Performance 64 %					%	
Description of Proficient Pe	erform	nance (Meets	Expectations) by a Student			
A score of 60% or higher co	orrect					
Percent of Students with P	roficie	ent Performan	ce	31	%	
Description of Developing	Perfor	mance (Does	Not Meet) by a Student			
A score of less than 60% co	orrect					
Percent of Students with D	evelo	ping Performa	nnce	6	%	
Description of Unacceptab	le Per	formance by a	Student			
Percent of Students with U	Inacce	ptable Perfor	mance	0	%	
Improvements or Changes Based on this Assessment						
Type of Planned Improvem	nent	ent Curriculum				
Comments on Planned Imp	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?

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						
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 1	G 1: Communicate effectively.				
Semester Assessed	200	6-1				
Assessment Type or Artif	act	Oral Presen	tation			
Cohort (if Applicable)	0					
Location	Carr	ollton Campu	JS			
Operational Definition or Learning Objective		<ol> <li>Focus on the communication skills career advancement.</li> <li>Stress the importance of oral combusiness setting</li> </ol>				
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 that .8.				
Data Collection Point		ABED 3100: Managerial Reporting				
Student Performance Dat	ta					
			ceeds Expectations) by a Student			
Performance Results in A						
Percent of Students with		* *		0	%	
Description of Proficient	Perfo	rmance (Mee	ets Expectations) by a Student			
Percent of Students with Proficient Performa  Description of Developing Performance (Doe				0	%	
Percent of Students with Developing Perfor Description of Unacceptable Performance by				0	%	
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
	Type of Planned Improvement Pedagogy					

Comments on Planned	The committee was generally satisfied with the results of the initial
Improvement	evaluation of oral communication skills.
	The committee recommended focusing on improvement in the skill
	area of preparedness
Next Scheduled Assessment	2007-1

#### Administrative or Faculty Review of this Assessment(if applicable)

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

the coming semester and prepare to reevaluate this assessment in the coming spring semester.

#### *Impact of Improvements?*

Instructors began to place additional focus on student preparedness for this particular assessment.

Learning Outcome Assessment Report University of West Georgia					
Information about the Acc	ademi	c Program a	nd Learning Outcome being assessed		
College or School	Richards College of Business				
Academic Program	Bach	Bachelor of Business Administration (all)			
Learning Outcome	LG 1:	Communica	te effectively.		
Semester Assessed	2007	-1			
Assessment Type or Artifa	act	oct Oral Presentation			
Cohort (if Applicable)	0				
Location	Carrollton Campus				
Operational Definition or Learning Objective			Stress the importance of oral commucommunication in a business setting 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		
Student Performance Data					
Description of Exemplary Performance (Exceeds Expectations) by a Student					
Satisfactory across all secassessment summary.)	tions (	of the course	. (Summary of results by section are p	orovided o	on the attached
Percent of Students with Exemplary Perform			nance	0	%
Description of Proficient Performance (Meets Expectations) by a Student					
Percent of Students with Proficient Perform			ance	0	%
Description of Developing Performance (Does Not Meet) by a Student					
Percent of Students with Developing Perform			mance	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 Improve					
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		
Administrative or Faculty Review of this Assessment(if applicable)			
This item has been added to the rubric and will be assessed in future semesters.			
Impact of Improvements?			
Student performance was satisfactory in all categories.			

Learning Outcome Assessment Report					
University of West Georgia					
Information about the Ac			and Learning Outcome being assessed		
College or School	Richards College of Business				
Academic Program	Bachelor of	Bachelor of Business Administration (all)			
Learning Outcome	LG 1: Comr	nunica	ate effectively.		
Semester Assessed	2008-1				
Assessment Type or Artif	act Oral F	Presen	tation		
Cohort (if Applicable)	0				
Location	Carrollton Campus				
Operational Definition or Learning Objective		Stress the importance of oral commucommunication in a business setting 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		
Student Performance Data					
Description of Exemplary	Performand	e (Exc	eeds Expectations) by a Student		
Overall student performation course section and rubric		tegori	es was deemed acceptable. See attacl	hed sumn	nary for results by
Percent of Students with Exemplary Perforn		mance	0	%	
Description of Proficient Performance (Meets Expectations) by a Student					
Percent of Students with Proficient Perform			nance	0	%
Description of Developing Performance (Does Not Meet) by a Student					
, , , , , , , , , , , , , , , , , , , ,					
Percent of Students with Developing Perform			mance	0	%
Description of Unacceptable Performance by a					
· · · · · · · · · · · · · · · · · · ·					
Percent of Students with Unacceptable Perfor			formance	0	%
Improvements or Changes Based on this Assessment					
Type of Planned Improve					
Comments on Planned Improvement		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

## Administrative or Faculty Review of this Assessment(if applicable)

The rubric has recently been updated, and the standard deviations will be added in the next review of this learning goal.

# Impact of Improvements?

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					
•	ademic Program and Learning Outcome being assessed				
College or School		Richards College of Business			
Academic Program		Bachelor of Business Administration (all)			
Learning Outcome			ate effectively.		
Semester Assessed	2009				
Assessment Type or Artif					
Cohort (if Applicable)	0				
Location		Carrollton Campus			
Operational Definition or	Learr	ning	Communicate effectively through inc		nal team oral
Objective			presentations and writing business d		
			4. Display oral communication skills t	hrough indi	vidual and team
			projects. (LG 1; LO 6)		
Student Sampling Process	s (if a	pplicable)	A trained evaluator (who holds a Master of Business		
			Administration Degree) attended all	presentation	ns and
			evaluated each student using the rubric shown below.		
Data Collection Point			ABED 3100 - all sections		
Student Performance Data					
Description of Exemplary	Perfo	ormance (Exc	eeds Expectations) by a Student		
Exceeds Expectations: 3	out of	f 3 - 100%			
Percent of Students with Exemplary Perform			mance	81	%
Description of Proficient Performance (Meets Expectations) by a Student					
Meets Expectations: 2 or		<u> </u>	, ,		
Percent of Students with Proficient Perform			nance	16	%
Description of Developing Performance (Does Not Meet) by a Student					
1 of 3 - 33 %		•			
Percent of Students with Developing Perform			rmance	1	%
Description of Unaccepta		<u> </u>		l	
,	,				
Percent of Students with Unacceptable Perf			formance	0	%
Improvements or Changes Based on this Assessment					
Type of Planned Improvement Multiple Improvements					
Comments on Planned			ovide classroom assignments (prior to	oral present	ations) to hone
Improvement	oration skills (impromptu speaking). (P)			•	
			ovide written Tips for Oral Presentatio	n (attached)	. (E)
3. Revise oral presentation evaluator rubric (attached). (E)			• •		
	4. Arrange for student team practice areas (rooms) to practice oral				
	4. Arrange for student team practice areas (rooms) to practice oral			(rooms) to p	ractice oral

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

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 1:	LG 1: Communicate effectively.			
Semester Assessed	2010	-1	· ·		
Assessment Type or Artif	act				
Cohort (if Applicable)	0				
Location	Carro	Carrollton Campus			
Operational Definition or Learning Objective			Demonstrate oral communication sk team projects	ills through	individual and
Student Sampling Proces	s (if ap	pplicable)	All students enrolled in business communications courses		
			participated in the assessment.		
Data Collection Point			ABED 3100 - All courses		
Student Performance Data					
Description of Exemplary	Perfo	rmance (Exc	eeds Expectations) by a Student		
A score of 4 out of 4 on a					<del>_</del>
Percent of Students with Exemplary Perform				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 Perform			nance	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			rmance	16	%
Description of Unacceptable Performance by a Student					
Percent of Students with Unacceptable Performan				0	%
Improvements or Changes Based on this Assessment  Type of Planned Improvement  Multiple Improvements					
Comments on Planned	ment		pre improvements ovements for 2009:		
Improvement	<ol> <li>Provided assignments (prior to oral presentations) to hone oration skills (impromptu speaking). (P)</li> <li>Provided written Tips for Oral Presentation/PowerPoint. (E)</li> <li>Implemented a new Oral Presentation Evaluator Rubric. (E)</li> <li>Arranged for student team practice areas (rooms) to practice oral</li> </ol>				

	presentations before the performance dates. (P)
	Improvements for 2010:
	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.
	Plans for 2011:
	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

# Administrative or Faculty Review of this Assessment(if applicable)

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.

#### *Impact of Improvements?*

Improvements for 2010:

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. Students will be assessed again in Fall 2010 and Spring 2011.

	Learning Outcome Assessment Report					
Information about the Ac	adem		niversity of West Georgia and Learning Outcome being assessed			
College or School		ards College	<u> </u>			
Academic Program			ness Administration (all)			
Learning Outcome			ate effectively.			
Semester Assessed	2010		ate effectively.			
Assessment Type or Artif		Written Ass	signment			
Cohort (if Applicable)	0	***************************************	MB.IIII.CITE			
Location		ollton Campi	ıs			
Operational Definition or		·	Students will produce professional q	uality bu	usiness documents.	
Objective						
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			
Student Performance Dat	ta					
Description of Exemplary	Perfo	rmance (Exc	eeds Expectations) by a Student			
4 out of 4 on a 4 pt. scale	!					
Percent of Students with	Exem	plary Perfori	mance	64	%	
Description of Proficient	Perfor	mance (Me	ets Expectations) by a Student	·		
3 out of 4 Correct on a 4	pt. sca	ale				
Percent of Students with	Profic	cient Perform	nance	30	%	
Description of Developing	g Perf	ormance (Do	es Not Meet) by a Student		<u>'</u>	
Less than 3 out of 4 on a	4 pt. s	cale.				
Percent of Students with	Devel	oping Perfor	mance	6	%	
Description of Unaccepta	ble Pe	erformance k	oy a Student			
Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes Based on this Assessment						
Type of Planned Improve	Type of Planned Improvement Multiple Improvements					
Comments on Planned  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

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.

#### *Impact of Improvements?*

Follow-up assessment to be done in Fall 2012.

Learning Outcome Assessment Report University of West Georgia					
Information about the Ac	ademi	c Program a	nd Learning Outcome being assessed		
College or School	Richa	rds College (	of Business		
Academic Program	Bache	elor of Busin	ess Administration (all)		
Learning Outcome	LG 1:	Communica	te effectively.		
Semester Assessed	2011-	1			
Assessment Type or Artifa	act	Oral Present	tation		
Cohort (if Applicable)	0				
Location	Carro	llton Campu	S		
Operational Definition or Objective	Operational Definition or Learning Objective  LO1.2 Students will make a professional presentation				
Student Sampling Process (if applicable)			All students in each section were ass A trained evaluator (holds MBA/M.E student using the attached rubric. Each ABED 3100 section was assessed.	d. degrees	
Data Collection Point			ABED 3100		
Student Performance Dat	a				
Description of Exemplary	Perfor	mance (Exce	eeds Expectations) by a Student		
Rubric score of 4 out of 4					
Percent of Students with Exemplary Perforn			nance	69	%
Description of Proficient I	Perforr	nance (Mee	ts Expectations) by a Student		
Rubric score of 3 out of 4					
Percent of Students with	Profici	ent Perform	ance	21	%
Description of Developing	g Perfo	rmance (Do	es Not Meet) by a Student	_	
Rubric score of 2 or less					
Percent of Students with	Develo	ping Perfor	mance	10	%
Description of Unaccepta	ble Per	rformance b	y a Student		
Percent of Students with Unacceptable Performance 0 %					%
Improvements or Changes Based on this Assessment					
Type of Planned Improve			ple Improvements		
Comments on Planned Improvement	Activities to improve all categories (continued):  1. Include more impromptu speaking activities (more than one-time activity). (P)				

	2. Use oral presentation rubric to evaluate student impromptu
	speaking activities (practice). (E)
	Activities to improve (new):
	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

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.

#### *Impact of Improvements?*

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.

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			ess Administration (all)			
Learning Outcome	LG 2: A	pply basic	quantitative skills to business proble	ems.		
Semester Assessed	2008-3	<u> </u>				
Assessment Type or Artif	act Q	uantitativ	e Analysis			
Cohort (if Applicable)	0					
Location	Carrollt	on Campu	ıs			
Operational Definition or Objective	Learning	5	Objective 2.2 Students will conduct and explain the implications of the		gression analysis	
Student Sampling Process	s (if appli	cable)	All students in two sections of ECOI	N 3402 cor	npleted the	
			assignment			
Data Collection Point			ECON 3402			
Student Performance Dat						
		ance (Exc	eeds Expectations) by a Student			
A score of 87% or higher						
Percent of Students with				68	%	
		ince (Mee	ts Expectations) by a Student			
A score of 60% or higher		. 5 . 6		100		
Percent of Students with				28	%	
		nance (Do	es Not Meet) by a Student			
A score of less than 60% of						
Percent of Students with				4	%	
Description of Unaccepta	ble Perfo	rmance b	y a Student			
Percent of Students with	Percent of Students with Unacceptable Performance 0 %					
Improvements or Changes Based on this Assessment						
Type of Planned Improve	Type of Planned Improvement Curriculum					
Comments on Planned	To improve the performance of the students, in the future, I will cover					
Improvement			opic of regression from the very begi	_		
		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.				ne two.	
Next Scheduled Assessment 2009-3						

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 Aco	Information about the Academic Program and Learning Outcome being assessed						
College or School		Richards College of Business					
Academic Program			ss Administration (all)				
Learning Outcome			quantitative skills to business problems.				
Semester Assessed	2009		·				
Assessment Type or Artifa	ct	Quantitative	Analysis				
Cohort (if Applicable)	0						
Location	Carr	ollton Campus					
Operational Definition or Learning Objective			<ol> <li>transform a rather general problem in can be solved quantitatively</li> <li>collect and input data into quantitativ</li> <li>solve models ?by hand? and with special spreadsheets</li> </ol>	e models	·		
Student Sampling Process (if applicable)			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 - Three sections, 109 Studen				
Student Performance Data	1						
Description of Exemplary I	Perfor	mance (Excee	ds Expectations) by a Student				
Task 1 Score of 10							
Task 2 ?Very Good?							
Task 3 Score of 10							
Task 4 Score of 10							
			dent performance percentages.)				
Percent of Students with E		•		0	%		
•	erforr	mance (Meets	Expectations) by a Student				
Task 1 Score of 9							
Task 2 ?Good?							
Task 3 Score of 8-9							
Task 4 Score of 8-9							
(See assessment instrument file below for student performance percentages.)							
Percent of Students with Proficient Performance 0 %							
, , ,	Description of Developing Performance (Does Not Meet) by a Student  All others below the criteria for "Moets Expectations"						
All others below the criteria for "Meets Expectations"							
(See assessment instrument file below for student performance percentages.)							

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	s Assessment							
Type of Planned Improvement	Curriculum							
Comments on Planned Improvement	Virtually all students are able to enter data succ	cessfully into	the Management					
	Scientist software for straightforward problems. About 2/3?s of the students							
	are able to formulate problems and interpret re	esults. Greate	er emphasis needs					
	to be placed on spreadsheet skills as only a sma	all percentage	e of students met					
	or exceeded expectations on Task 4 (forecasting	g calculations	s using Excel).					
Next Scheduled Assessment	2010-1							
Administrative or Faculty Review of this	Assessment(if applicable)							
The RCOB UPC committee agreed with	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.								
Impact of Improvements?								
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 Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School		ards College o					
Academic Program			ss Administration (all)				
Learning Outcome	LG 2	: Apply basic of	quantitative skills to business problems.				
Semester Assessed	2009		· · · · · · · · · · · · · · · · · · ·				
Assessment Type or Artifa	ct	Quantitative	Analysis				
Cohort (if Applicable)	0						
Location	Carr	ollton Campus					
Operational Definition or Learning Objective			Objective 2.2 Students will conduct sim explain the implications of the findings	ple regre	ssion analysis and		
Student Sampling Process	(if apı	olicable)	Students in two sections of Economics 3	3402 wer	e asked to complete		
			two regression analysis assignments.				
Data Collection Point			ECON 3402				
Student Performance Data	1						
Description of Exemplary F	erfor	mance (Excee	ds Expectations) by a Student				
PERCENT CORRECT NEEDE	D TO	EXCEED EXPEC	CTATIONS=87% (Results: Online: 61.5%;	Partially C	Online: 43.5%)		
Percent of Students with E	xemp	lary Performa	nce	0	%		
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student				
PERCENT CORRECT NEEDE	D TO	MEET EXPECT	ATIONS=60% (Results: Online: 30.8%; Pa	rtially On	line: 52.2%)		
Percent of Students with P	rofici	ent Performar	nce	0	%		
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student				
A score below 60% correct	(Re	sults: Online:	15.4%; Partially Online: 30.4%	_			
Percent of Students with D	evelo	ping Performa	ance	0	%		
Description of Unacceptab	le Pei	formance by a	a Student				
Percent of Students with L	Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes Based on this Assessment							
Type of Planned Improvement Evaluation							
Comments on Planned Imp	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). In the future, we will to
	increase the weight of the assignment in the final course grade to encourage
	more students to complete it.
Next Scheduled Assessment	2010-3

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.

#### *Impact of Improvements?*

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.

Learning Outcome Assessment Report University of West Georgia						
Information about the Acc	Information about the Academic Program and Learning Outcome being assessed					
College or School	Richards Co					
Academic Program			ss Administration (all)			
Learning Outcome	LG 2: Apply	basic o	quantitative skills to business problems.			
Semester Assessed	2010-3					
Assessment Type or Artifa	ct Exam					
Cohort (if Applicable)	0					
Location	Carrollton C	ampus				
Operational Definition or I	earning Obje	ective	LO2.1 Students will construct and interpretation methods of presenting qualitative and q			
Student Sampling Process	(if applicable	)	Students in two fall sections of Economi online section and one partially online s frequency distributions, histograms, bar Students were further asked to complet quiz. The quiz was delivered online.	ection) were graphs, and	asked to construct pie charts.	
Data Collection Point			ECON 3402			
Student Performance Data	1					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
90% Correct - 79.17% of st	udents in the	Partia	lly Online Section; 70.00% of students in t	he Fully Onli	ine Section	
Percent of Students with E	xemplary Pe	rforma	nce	0	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student			
60% Correct - 20.83% of st	udents in the	Partia	lly Online Section; 26.67% of students in t	he Fully Onli	ine Section	
Percent of Students with F	Proficient Per	formar	ice	0	%	
Description of Developing	Performance	(Does	Not Meet) by a Student			
Below 60% Correct - 0.00%	6 of students	in the	Partially Online Section; 3.33% of students	s in the Fully	Online Section	
Percent of Students with Developing Performance 0				0	%	
Description of Unacceptab	Description of Unacceptable Performance by a Student					
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improven	nent	Evalu	ation			
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. Facul believes that students can easily master this material and should require more				instructor. Faculty		

	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

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.

#### *Impact of Improvements?*

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							
Information about the Academic Program and Learning Outcome being assessed							
College or School		Richards College of Business					
Academic Program			ess Administration (all)				
Learning Outcome	LG 2	2: Apply basic	quantitative skills to business problen	ns.			
Semester Assessed	201						
Assessment Type or Artif	act	Quantitativ	e Analysis				
Cohort (if Applicable)	0						
Location	Carı	ollton Campu	ıs				
Operational Definition or	Lear	ning	LO2.2 Students will use spreadsheet	software to	evaluate and		
Objective			use the results of regression models.				
Student Sampling Proces	s (if a	pplicable)	Students in all fall sections of Econon	nics 3402 (1	57 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 onli	ine & traditi	ional)		
Student Performance Dat	ta						
Description of Exemplary	Perf	ormance (Exc	eeds Expectations) by a Student				
87%							
RESULTS:							
fully online 50.00%							
partially online 54.17%							
traditional 41.05%					T		
Percent of Students with		• •		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%							

Fully online 15.38% partially online 20.83% traditional 21.05%  Percent of Students with Developing Performance	RESULTS						
partially online 20.83%  traditional 21.05%  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  less than 60%  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Comments on Planned  Improvement  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. 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 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.  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.							
traditional 21.05%  Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student less than 60%  Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Comments on Planned  Improvement  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.  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.  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.							
Percent of Students with Developing Performance  Description of Unacceptable Performance by a Student  less than 60%  Percent of Students with Unacceptable Performance  Other  Comments or Changes Based on this Assessment  Type of Planned Improvement  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.  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.  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.							
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 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.  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.  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.		Performance	n	0/			
Percent of Students with Unacceptable Performance   D   W	• -		10	/0			
Percent of Students with Unacceptable Performance  Improvements or Changes Based on this Assessment  Type of Planned Improvement  Other  Comments on Planned Improvement  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 assignment.  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.  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.		lance by a student					
Type of Planned Improvement  Other  Comments on Planned Improvement  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.  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.  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.		No Porformanco	10	0/			
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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.  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.  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.							
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and interactive online tutorial to help students master the calculations and interpretation of results.  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.		interpretation of the results (knowledge of	f material). T	This is especially			
and interpretation of results.  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.		important in hybrid and traditional courses	s. Faculty wi	ll develop a video			
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.		and interactive online tutorial to help stud	ents master	the calculations			
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.		and interpretation of results.					
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.	Next Scheduled Assessment	2011-3					
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.	Administrative or Faculty Review of t	his Assessment(if applicable)					
will be useful in helping students learn the material.	The committee agrees with the facul	ty recommendation that more emphasis be	put on the o	calculation			
· ·	portion of the assignment and the interpretation of the results. The committee agrees that an online tutorial						
1	will be useful in helping students learn the material.						
impact of improvements?	Impact of Improvements?						
Learning outcome and associated objective to be reassessed in Fall 2011.	Learning outcome and associated ob	jective to be reassessed in Fall 2011.					

Learning Outcome Assessment Report						
Information about the Ac	. a. d a .a		niversity of West Georgia	1		
•	Information about the Academic Program and Learning Outcome being assessed  College or School Richards College of Business					
College or School						
Academic Program			ess Administration (all)			
Learning Outcome			quantitative skills to business proble	ms.		
Semester Assessed	201					
Assessment Type or Artif		Quantitative	e Analysis			
Cohort (if Applicable)	0					
Location		ollton Campu				
Operational Definition or	Lear	ning	LO2.3 Students will solve and interp	•	tive business	
Objective			models using spreadsheet software.	•		
Student Sampling Proces	s (if a	pplicable)	A total of 101 students in 3 sections	of Econ 340	6	
Data Collection Point			ECON 3406			
Student Performance Dat	ta					
		ormance (Exc	eeds Expectations) by a Student			
85% or higher		· ·				
RESULTS:						
Task 1: 69%						
Task 2: 67%						
Task 3: 61%						
Percent of Students with	Exen	nplary Perforn	mance	0	%	
Description of Proficient	Perfo	rmance (Mee	ets 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	Deve	loping Perfor	mance	0	%	

Description of Unacceptable Performance by a Student							
Percent of Students with Unacceptab	ole Performance	0	%				
Improvements or Changes Based on a	this Assessment						
Type of Planned Improvement Evaluation							
Comments on Planned	Change in evaluation (E): This evaluation w	as based on	a simple linear-				
Improvement	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 fin	nd those new	solutions and				
	interpret them. This is a huge area of work	and we will	slowly (and step				
	by step) include ?sensitivity analysis? starti	ing fall 2011.					
Next Scheduled Assessment							
Administrative or Faculty Review of t	his Assessment(if applicable)						
The UPC Committee appreciated the	initiative of the faculty teaching ECON 3406	(Business St	atistics 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).							
Impact of Improvements?							
Learning outcome and associated ob	jective to be reassessed in Spring 2013.						

	Learning Outcome Assessment Report					
Information about the Acc	ndomi		University of West Georgia  Learning Outcome being assessed			
College or School		ards College of	<u> </u>			
Academic Program			ss Administration (all)			
Learning Outcome			quantitative skills to business problems.			
Semester Assessed	2013		quantitative skins to business problems.			
Assessment Type or Artifa			ibe in Operational Definition)			
Cohort (if Applicable)	0	Other (Descr	ise in operational beliminary			
Location		ollton Campus				
Operational Definition or		<u> </u>				
		g - i,iii	LO2.1 Students will construct and inte	rpret tabu	ular and graphical	
			methods of presenting qualitative and	•	• ,	
			Exam (E) and Excel Assignment (Q)			
Student Sampling Process	(if an	nlicable)	Students in all fall sections of Econom	ics 3402 w	vere asked to construct	
Student Sampling 110ccss	(ii up	plicable	frequency distributions, histograms, b			
			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			
Student Performance Date	7					
Description of Exemplary	Perfor	mance (Exceed	ds Expectations) by a Student			
90% Results: Online (Qı	uiz/Ex	cel)59.46% / 5	4.84%; Partiall online (Quiz/Excel) 51.6	1% / 38.4	6%; Traditional	
(Quiz/Excel) 10.31%/						
41.30%						
Percent of Students with I	Exemp	olary Performa	nce	0	%	
Description of Proficient P	erfori	mance (Meets	Expectations) by a Student	<u>.</u>		
60% Results: Online (Q	uiz/Ex	cel) 35.13%/38	8.71%; Partiall online (Quiz/Excel) 41.94	%/61.64%	6; Traditional	
(Quiz/Excel) 78.35%/ 53.26%						
Percent of Students with I	Profici	ent Performan	ice	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 I		<u> </u>		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						
		u on this Asses.				

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

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.

**NEXT SCHEDULED ASSESSMENT: FALL 2013** 

#### *Impact of Improvements?*

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						
Information about the Aca	demi	c Program d		Learning Outcome being assessed		
College or School		ards Colleg		<u> </u>		
Academic Program				ss Administration (all)		
Learning Outcome	LG 2	: Apply bas	sic c	quantitative skills to business problems.		
Semester Assessed	2011			· ·		
Assessment Type or Artifa	ct	Quantitat	ive	Analysis		
Cohort (if Applicable)	0					
Location	Carr	ollton Cam	pus			
Operational Definition or Learning Objective		<i>r</i> e	LO2.2 Students will use spreadsheet sof results of regression models.  Regression Analysis Assignment (Q)	tware to eva	aluate and use the	
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		
Student Performance Data	1					
Description of Exemplary I	Perfor	mance (Exc	ceed	ds Expectations) by a Student		
87% Results: Online 21.4	13%; p	artiall onlin	าe 1	15.38%; Traditional 38.55%		
Percent of Students with E	xemp	lary Perfor	mar	nce	0	%
Description of Proficient P	erforr	nance (Me	ets I	Expectations) by a Student		
60%Results: Online 53.5	57%; p	partially on	line	65.38%; Traditional 34.94%		
Percent of Students with F	rofici	ent Perforn	nan	ce	0	%
Description of Developing	Perfo	rmance (Do	oes	Not Meet) by a Student		
Results: Online 25%; Parti	ally o	nline 19.23	%; 1	Fraditional 26.51%		
Percent of Students with D		<u>.                                      </u>			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 Improven						
Comments on Planned Improvement Base emp			nph	on the results from the 2010 assessment asis on the calculation portion of the assign results (knowledge of material). Faculty	gnment and	the interpretation

	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

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.

**NEXT SCHEDULED ASSESSMENT: FALL 2013** 

#### *Impact of Improvements?*

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 Aco	demi		Learning Outcome being assessed		
College or School		ards College of			
Academic Program			ss Administration (all)		
Learning Outcome			tion technology to solve business problem	S.	
Semester Assessed	2009				
Assessment Type or Artifa		Quantitative	Analysis		
Cohort (if Applicable)	0		,		
Location	Carr	ollton Campus			
Operational Definition or I	Operational Definition or Learning Objective		<ol> <li>transform a rather general problem in can be solved quantitatively</li> <li>collect and input data into quantitativ</li> <li>solve models ?by hand? and with special spreadsheets</li> </ol>	e models	·
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	1				
Description of Exemplary F	Perfor	mance (Excee	ds Expectations) by a Student		
Task 1 Score of 10 - Task 1	60.09	%			
Task 2 ?Very Good? - Task	2 63.	5%			
Task 3 Score of 10 - Task 3	27.49	%			
Task 4 Score of 10 - Task 4	4.3%				
Percent of Students with E	xemp	lary Performa	nce	0	%
Description of Proficient P	erforr	mance (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	111.7	%			
Percent of Students with P				0	%
Description of Developing	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 Performan	ce by a Student						
Percent of Students with Unacceptable	Performance	0	%				
Improvements or Changes Based on this	s Assessment						
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	s. About 2/3?	s of the students				
	are able to formulate problems and interpret re	esults. Greate	er emphasis needs				
	to be placed on spreadsheet skills as only a small	all percentage	of students met				
	or exceeded expectations on Task 4 (forecasting	g calculations	s using Excel).				
Next Scheduled Assessment	2010-1						
Administrative or Faculty Review of this Assessment(if applicable)							
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.							
Impact of Improvements?							

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	ıdemic Pı		Learning Outcome being assessed		
College or School		ls College of	<u> </u>		
Academic Program			ss Administration (all)		
Learning Outcome			tion technology to solve business problem		
Semester Assessed	2010-3				
Assessment Type or Artifa	ct V	Vritten Assi	gnment		
Cohort (if Applicable)	0				
Location	Carrollt	ton 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		
Student Performance Data	1				
Description of Exemplary I	Performa	ance (Exceed	ds Expectations) by a Student		
4 of 4					
Percent of Students with E	xemplar	y Performai	nce	77	%
Description of Proficient P	erformai	nce (Meets	Expectations) by a Student		
3 of 4					
Percent of Students with F	roficient	t Performan	ce	21	%
Description of Developing	Perform	ance (Does	Not Meet) by a Student		
2 or less of 4					
Percent of Students with Developing Performa			ince	2	%
Description of Unacceptab	Description of Unacceptable Performance by a Student				
Percent of Students with U	Jnaccept	able Perfor	mance	0	%
Improvements or Changes	Based o	n this Asses.	sment		
Type of Planned Improven	nent	Pedag	gogy		
Comments on Planned Im	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

## Administrative or Faculty Review of this Assessment(if applicable)

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.

#### *Impact of Improvements?*

Learning goal and associated objective to be reassessed in Fall 2012.

Learning Outcome Assessment Report University of West Georgia					
Information about the A	raden		and Learning Outcome being assessed	1	
College or School		Richards College of Business			
Academic Program			ness Administration (all)		
Learning Outcome			nation technology to solve business pr	oblems.	
Semester Assessed	2010				
Assessment Type or Artif		Technical A	ssignment		
Cohort (if Applicable)	0				
Location	Carr	ollton Camp	us		
Operational Definition or	Lear	ning	LO 3.2. Students will effectively use	a spreads	sheet program.
Objective			Students are provided with a spread	dsheet tha	at includes sales
			data from last year. Students are as	ked to de	termine how much
			additional income is needed per we	ek to crea	ate a net profit pf
			\$300,000 for the coming year. To ac	ccomplish	this, they must
	create many formulas to calculate the 52 weeks of data and				eks of data and
			produce outcomes with differing profit margins (the actual profit		
		margin is not known due to ?shrinkage? caused by bar tenders			ed by bar tenders
pouring extra or providing free drinks.)					
Student Sampling Proces	s (if a	pplicable)	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		
Student Performance Da					
	/ Perfo	ormance (Exc	ceeds Expectations) by a Student		
3/3 score on activity					
Percent of Students with		• •		53	%
•	Perfo	rmance (Me	ets Expectations) by a Student		
2/3 score on activity					
Percent of Students with				3	%
	_	ormance (Do	oes Not Meet) by a Student		
1/3 or below score on ac					
Percent of Students with				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 Improve	nned Improvement Multiple Improvements				
Comments on Planned		Given that this is the first time for CISM 3330 to assess this Learning			
Improvement		Goal	, I am very disappointed in the results	. Howeve	er, I did choose one
		of th	e hardest of the Excel activities to use	e as the m	easure of student

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.

#### **Next Scheduled Assessment**

2011-3

#### Administrative or Faculty Review of this Assessment(if applicable)

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.

#### *Impact of Improvements?*

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.

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	demic Proai	ram ana	Learning Outcome being assessed		
College or School	Richards C				
Academic Program			ess Administration (all)		
Learning Outcome			tion technology to solve business problem	าร.	
Semester Assessed	2011-1				
Assessment Type or Artifa	ct Oral	Present	ation		
Cohort (if Applicable)	0				
Location	Carrollton	Campus			
Operational Definition or I	earning Ob	ective	LO3.3 Students will effectively use a pre	sentation	program.
			Students will prepare and present a forr	nal, oral te	eam presentation
			based on a four-point rubric. (P)		
Student Sampling Process	lif applicabl	0)	A trained evaluator (holds MRA/M Ed. d	logroos) as	corred each student
Student Sampling Process	(ii applicabi	<b>=</b> )	A trained evaluator (holds MBA/M.Ed. degrees) assessed each student		
			using the attached rubric. Students were assessed using category 5. Presentation Media/Graphics		
			Students were assessed using category 5, Presentation Media/Graphics (required PowerPoint with links).		
			Each ABED 3100 section was assessed; each student was assessed.		
Data Collection Point			ABED 3100		
Student Performance Data	1		ABLD 3100		
•		(Excee	ds Expectations) by a Student		
4 of 4	CITOTITICATION	LACCE	as expectations, by a stadent		
Percent of Students with E	xemplary Po	erforma	nce	90	%
			Expectations) by a Student		, -
3 of 4		(11110000			
Percent of Students with F	Proficient Pe	rformar	nce	5	%
Description of Developing					
Less than 3 of 4		•	, ,		
Percent of Students with [	Developing F	erforma	ance	5	%
Description of Unacceptab					
,					
Percent of Students with Unacceptable Performance			mance	0	%
Improvements or Changes Based on this Assessment					
Type of Planned Improven		Peda			
Comments on Planned Im					
2. Provided review, sample PowerPoint presentations with appropriate links			th appropriate links.		
		(P)	·		
		(P)			

	These course improvements will be continued in the 2011-2012 academic
	year.
Next Scheduled Assessment	2012-1

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.

## *Impact of Improvements?*

Learning outcome and objective to be reassessed Spring 2012 term.

Learning Outcome Assessment Report University of West Georgia							
Information about the Academic Program and Learning Outcome being assessed							
College or School	Richa	Richards College of Business					
Academic Program	Bach	elor of Busine	ss Administration (all)				
Learning Outcome	LG 3:	Use informat	tion technology to solve business prob	olems.			
Semester Assessed	2011	-3					
Assessment Type or Artifac	t	Technical Ass	signment				
Cohort (if Applicable)	0						
Location	Carro	ollton Campus					
Operational Definition or L	Curin		LO 3.2. Students will effectively use	a spreadsnes			
Student Sampling Process	(if app	licable)	Students are required to turn this ac	tivity in as pa	art of their grade. All 4		
			sections will be analyzed. This will be a total of 197				
Data Collection Point			CISM 3330				
Student Performance Data							
Description of Exemplary P	erfor	mance (Exceed	ds Expectations) by a Student				
3/3 Rubric Score							
Percent of Students with Exemplary Performance 45 %					%		
Description of Proficient Pe	erforn	nance (Meets	Expectations) by a Student				
2/3 Rubric Score							
Percent of Students with P	roficie	ent Performan	nce	10	%		
Description of Developing Performance (Does Not Meet) by a Student							
1/3 Rubric Score or Less							
Percent of Students with D	evelo	ping Performa	ance	45	%		
Description of Unacceptab	le Per	formance by a	a Student				
Percent of Students with Unacceptable Performance 0					%		
Improvements or Changes Based on this Assessment							
Type of Planned Improvem	Improvement Multiple Improvements						
Comments on Planned Imp	# 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						

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.

# of 3/3 87/118 74% # of 2/3 21/118 18% # of 1/3 10/118 8% # of 0/3 0 0%

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.

#### **Next Scheduled Assessment**

#### Administrative or Faculty Review of this Assessment(if applicable)

THE RCOB UPC REVIEWED THE ASSESSMENT AND RECOMMENDS THE FOLLOWING:

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.

#### *Impact of Improvements?*

Learning outcome and associated objective to be reassessed in Fall 2012.

Learning Outcome Assessment Report University of West Georgia								
Information about the Academic Program and Learning Outcome being assessed								
College or School	Richa	Richards College of Business						
Academic Program	Bach	achelor of Business Administration (all)						
Learning Outcome	LG 3	3: Use information technology to solve business problems.						
Semester Assessed	2011	3						
Assessment Type or Artifac	ct	Technical Ass	signmer	nt				
Cohort (if Applicable)	0							
Location	Carro	ollton Campus						
Operational Definition or L				. Students will effective			or b. 09. a	
Student Sampling Process	(if app	olicable)	Studer	nts are required to turn	this activit	y in as pa	art of their gr	ade. All 4
			sectio	ns will be analyzed. Thi	s will be a	total of 1	197	
Data Collection Point			CISM 3	3330 all sections				
Student Performance Data	,							
Description of Exemplary P	erfor	mance (Exceed	ds Exped	ctations) by a Student				
3/3 score on activity.								
Percent of Students with Exemplary Performance						74	%	
Description of Proficient Pe	erforn	nance (Meets	Expecta	tions) by a Student				
2/3 score on activity								
Percent of Students with Proficient Performan						18	%	
Description of Developing Performance (Does Not Meet) by a Student								
0 or 1/3 score on activity								
Percent of Students with Developing Performa						8	%	
Description of Unacceptab	le Per	formance by a	Studer	t				
Percent of Students with Unacceptable Performance 0					%			
Improvements or Changes Based on this Assessment								
Type of Planned Improvem								
Comments on Planned Imp	orovei	# of 3 # of 2 # of 1 # of 0	/321 /310 /378	45% 10% 5% 40% y 54% of students met t	the goal. T	his year	the number is	s 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.

# of 3/387/118 74%

# of 2/321/118 18%

# of 1/310/118 8%

# of 0/30 0%

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.

**Next Scheduled Assessment** 

2012-3

#### Administrative or Faculty Review of this Assessment(if applicable)

THE RCOB UPC REVIEWED THE ASSESSMENT AND RECOMMENDS THE FOLLOWING:

- 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.

Impact of Improvements?

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 o	Bachelor of Business Administration (all)					
Learning Outcome	LG 4: Poss	ess a b	asic knowledge of accounting, econon	nics, financ	e, the legal		
	environme	nt of b	usiness, management, and marketing				
Semester Assessed	2008-1						
Assessment Type or Artif	act Case	Analys	is				
Cohort (if Applicable)	0						
Location	Carrollton	Campu	ıs				
Operational Definition or	Learning		LO 1: To develop your capacity to thi	nk strategi	cally about the		
Objective			current position of a company and formulate plans which will ensure it viability.				
Student Sampling Proces	s (if applicat	ole)	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 Dat	ta						
Description of Exemplary	Performano	ce (Exc	eeds 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 a	t least	an 80% on the case analysis to meet e	•	S.		
Percent of Students with Proficient Perform				68	%		
Description of Developing	Description of Developing Performance (Does Not Meet) by a Student						
Percent of Students with Developing Perfor				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 Improve	·						
Comments on Planned							
Improvement		2010					
Next Scheduled Assessme		2010					
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.

## Impact of Improvements?

Learning Outcome Assessment Report						
University of West Georgia						
Information about the Ad	Information about the Academic Program and Learning Outcome being assessed					
College or School	Rich	Richards College of Business				
Academic Program	Bac	helor of Busin	ess Administration (all)			
Learning Outcome	LG 4	4: Possess a b	asic knowledge of accounting, econo	mics, finance	e, the legal	
	env	ironment of b	usiness, management, and marketing	ζ.		
Semester Assessed	200	9-1				
Assessment Type or Artif	act	Exam				
Cohort (if Applicable)	0					
Location	Car	rollton Campu	IS			
Operational Definition or	Lear	rning	Students should be able to respond	accurately to	exam questions	
Objective			in quantitative, ethical and function	al areas of		
			business.			
Student Sampling Proces	s (if a	applicable)	The major field test for business offe	ered by ETS (	E)	
	•	,	Students should be able to respond		•	
		in quantitative, ethical and function	-	·		
			business.			
Data Collection Point			MGNT 4660 - All Sections			
Student Performance Data						
Description of Exemplary	Description of Exemplary Performance (Exceeds Expectations) by a Student					
70th Percentile						
Percent of Students with	Exer	mplary Perfor	nance	20	%	
Description of Proficient Performance (Meets Expectations) by a Student						
40th Percentile						
Percent of Students with Proficient Perforn			nance	30	%	
Description of Developing Performance (Does Not Meet) by a Student						
Less than 40th Percentile						
Percent of Students with Developing Perfor			mance	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	Referred to Undergraduate Programs Committee for review and						
Improvement	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 t	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							
Information about the Academic Program and Learning Outcome being assessed							
College or School		Richards College of Business					
Academic Program			ness Administration (all)				
Learning Outcome	LG 4: Pos	sess a b	pasic knowledge of accounting, econor	nics, fina	ince, the legal		
	environm	ent of b	ousiness, management, and marketing	; <b>.</b>			
Semester Assessed	2010-1						
Assessment Type or Artif	act Exar	n					
Cohort (if Applicable)	0						
Location	Carrollton	Campı	ıs				
Operational Definition or	Learning		LO4.1 Students will demonstrate a b	asic knov	wledge of the		
Objective			fundamental concepts of accounting	g, econon	nics, finance, the		
			legal environment of business, management, and marketing				
Student Sampling Proces	s (if annlica	hle)	RCOB-developed field exam (E)				
Student Sampling 1 roces	o (ii applice	bic,	120 students from 4 sections of MGNT 4660 were given the field				
			exam during the spring semester of 2010.				
Data Collection Point			MGNT 4660				
Student Performance Da	ta						
Description of Exemplary	Performar	nce (Exc	eeds 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	Perforn	nance	40	%		
Description of Developin	Description of Developing Performance (Does Not Meet) by a Student						
Less than 60% Correct	Less than 60% Correct						
Percent of Students with	Developing	g Perfoi	rmance	60	%		
Description of Unaccepta	Description of Unacceptable Performance by a Student						
Percent of Students with Unacceptable Performance 0 %							
Improvements or Changes Based on this Assessment							
Type of Planned Improve	ement	ment Evaluation					
Comments on Planned		The exam results were broken down by functional area and sent to the					
Improvement		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).						

	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.
Next Scheduled Assessment	2011-1

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

#### *Impact of Improvements?*

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.

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	Bach	Bachelor of Business Administration (all)			
Learning Outcome	LG 4	G 4: Possess a basic knowledge of accounting, economics, finance, the legal			ince, the legal
	envi	ronment of b	usiness, management, and marketing	g.	
Semester Assessed	2011	1-1			
Assessment Type or Artif	act	Exam			
Cohort (if Applicable)	0				
Location	Carr	ollton Campu	IS		
Operational Definition or	r Learı	ning	LO4.1 Students will demonstrate a b	asic knov	wledge of the
Objective			fundamental concepts of accounting	g, econon	nics, finance, the
legal environment of business, management, and marketing.				and marketing.	
Student Sampling Proces	s (if a	pplicable)	149 students from 5 sections of MGNT 4660 were given the field		
			exam during the spring semester of 2011.		
Data Collection Point			MGNT 4660		
Student Performance Data					
Description of Exemplary Performance (Exceeds Expectations) by a Student					
80% correct or better					
Percent of Students with Exemplary Perform			nance	6	%
Description of Proficient	Perfo	rmance (Mee	ets Expectations) by a Student		
60% correct or better					
Percent of Students with	Profi	cient Perform	nance	67	%
Description of Developin	g Perf	ormance (Do	es Not Meet) by a Student		
Less than 60% correct					
Percent of Students with	Deve	loping Perfor	mance	27	%
Description of Unaccepta	able P	erformance b	y a Student		
Percent of Students with		•		0	%
Improvements or Change					
Type of Planned Improve	ement		ple Improvements		
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. Finance made revisions to their questions. The new questions are attached. (E).  Faculty also agreed to put the exam questions in the tests given in the			ents are attached. questions are

	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)
	Focus a bit more on the discussion of ?positioning? in the Principles of
	Marketing classes (C).
	Cost behavior concepts and the definition of avoidable costs will
	receive more emphasis in the Principles of Accounting courses (C).
	Finance faculty agreed to put more emphasis on capital budgeting and
	capital structure (C).
Next Scheduled Assessment	2012-1

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.

### *Impact of Improvements?*

Improvements to be reassessed in Spring 2012.

Learning Outcome Assessment Report					
	University of West Georgia				
Information about the Academic Program and Learning Outcome being assessed					
College or School	Rich	Richards College of Business			
Academic Program	Bac	Bachelor of Business Administration (all)			
Learning Outcome	LG 5	5: Understand	nd how ethical decision-making and globalization affect		
	orga	anizations.			
Semester Assessed	200	8-3			
Assessment Type or Artif	act	Exam			
Cohort (if Applicable)	0				
Location	Car	rollton Campu	us		
Operational Definition or	Lear	ning	1. Demonstrate an understanding of the interrelationships		
Objective			among the legal, social, political, ethical, cultural, international,		
			and technological environments and their impact on business.		
			(LG 1, 4, 5, 6)		
			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)		
			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)		
Student Sampling Proces	s (if a	ipplicable)	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		
Student Performance Da			and Franchational has Challed		
, , ,	/ Pert	ormance (Exc	ceeds Expectations) by a Student		
Over 70% Correct					
Percent of Students with Exemplary Perform					
•	Perto	ormance (Mee	ets Expectations) by a Student		
	50% - 70% Correct				
Percent of Students with					
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 Unacceptal	ole Performance	0	%		
Improvements or Changes Based on	Improvements or Changes Based on this Assessment				
Type of Planned Improvement	Type of Planned Improvement Evaluation				
Comments on Planned	Comments on Planned The two legal environment instructors are meeting to review and				
Improvement	evaluate performance on individual questi	ons and			
	to determine appropriateness of specific questions in light of textbook				
changes.					
Next Scheduled Assessment	2009-3				

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.

#### *Impact of Improvements?*

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					
Information about the Aca	ıdemi	: Program and	Learning Outcome being assessed		
College or School	Richa	Richards College of Business			
Academic Program	Bach	Bachelor of Business Administration (all)			
Learning Outcome	LG 5	LG 5: Understand how ethical decision-making and globalization affect organizations.			ct organizations.
Semester Assessed	2009	2009-1			
Assessment Type or Artifa	ct	Exam			
Cohort (if Applicable)	0				
Location	Carro	ollton Campus			
Operational Definition or Learning Objective		Demonstrate a basic knowledge of inter concepts	nationari	Jusiness and trade	
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		
Student Performance Data					
Description of Exemplary F	Perfor	mance (Excee	ds Expectations) by a Student		
85% or better					
Percent of Students with Exemplary Performa			nce	24	%
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student		
70% to 84%					
Percent of Students with F	rofici	ent Performan	ice	46	%
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		
Less than 70%					
Percent of Students with D	Develo	ping Performa	ance	30	%
Description of Unacceptab	le Per	formance by a	a Student		
Percent of Students with U	Jnacce	eptable Perfor	mance	0	%
Improvements or Changes	Based	d on this Asses	sment		
Type of Planned Improven	nent	Multi	ple Improvements		
Comments on Planned Imp	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			of the ten questions, rectly. Overall, 24% of et expectations while	

	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.
Next Scheduled Assessment	2010-1

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.

## Impact of Improvements?

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.

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			ss Administration (all)		
Learning Outcome			how ethical decision-making and glo	balization affe	ect organizations.
Semester Assessed	2009				200 0 Barria a 10 10 1
Assessment Type or Artifa	ct	Exam			
Cohort (if Applicable)	0				
Location	Carr	ollton Campus			
Student Sampling Process	s (if applicable)		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)  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)  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)  Exams included 8 multiple choice ethics questions that were standardized across all sections of BUSA 2106, regardless of instructor.		
			Exams were machine graded and s Five sections of BUSA 2106 are refl	•	
Data Collection Point			BUSA 2106		
Student Performance Data	1				
Description of Exemplary I	Perfor	mance (Exceed	ds Expectations) by a Student		
Over 70% Correct					
Percent of Students with E	xemp	lary Performa	nce	34	%
Description of Proficient P	erforr	mance (Meets	Expectations) by a Student		·
50% - 70% Correct					
Percent of Students with Proficient Performan		ce	63	%	
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		
Less than 50% Correct					
Percent of Students with Developing Perform			nnce	3	%
Description of Unacceptable Performance by a Student					

Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes Based on thi	Improvements or Changes Based on this Assessment					
Type of Planned Improvement	Evaluation					
Comments on Planned Improvement	The two legal environment instructors addressed existing questions in light of textbook changes a professors who teaches the course. The textbook the original questions were created, and new control edition. The original questions were developed previous legal environment professor. Given the environment professor, it was time to review the they reflected the way in which she teaches the opportunity to review the questions for clarity, questions were developed and used during the performance increased markedly, with the performance increased markedly, with the performance expectations dropping from 15% to 3% armeeting expectations increasing from 50% to 6 questions is included, as well as a spreadsheet intend to monitor performance of the new queneeded for improvement.	and a change ok had chang ases became with substare hiring of a recourse. It all As a result, seall semested the percer 3%. A copy owith results.	in one of the ged editions since part of the new nitial input from a new legal to make sure that so provided an substantially new r. Student nt who did not not of students of the new The instructors			
Next Scheduled Assessment	2010-3					

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.

# Impact of Improvements?

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					
Information about the Academic Program and Learning Outcome being assessed					
College or School	Richards College	Richards College of Business			
Academic Program	Bachelor of Busi	Bachelor of Business Administration (all)			
Learning Outcome	LG 5: Understar	.G 5: Understand how ethical decision-making and globalization affect			
	organizations.				
Semester Assessed	2010-1				
Assessment Type or Artif	act Exam				
Cohort (if Applicable)	0				
Location	Carrollton Camp	us			
Operational Definition or	Learning	LO5.2 Students will demonstrate a b	asic knowled	dge of	
Objective		international economic and business	s concepts		
Student Sampling Proces	s (if applicable)	All students from the international s	elect course	s 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 que	stions). The	result below do	
		not include responses for ECON 445	-		
		keep individual student response inf	•		
		question summary). These will be provided in the next			
		International select assessment (Spr			
Data Collection Point		MGNT 4625, ECON 4450 AND MKTG	4866		
Student Performance Dat	ta				
Description of Exemplary	Performance (Ex	ceeds Expectations) by a Student			
Score of 85 or higher					
Percent of Students with	Exemplary Perfor	mance	29	%	
Description of Proficient	Performance (Me	ets Expectations) by a Student			
Score of 70 or higher					
Percent of Students with	Proficient Perform	mance	46	%	
Description of Developin	g Performance (D	oes Not Meet) by a Student	1		
Less than 70					
Percent of Students with	Developing Perfo	rmance	25	%	
Description of Unacceptable Performance by a Student				1	
Percent of Students with	Percent of Students with Unacceptable Performance 0 %				
				1	

Improvements or Changes Based on this Assessment			
Type of Planned Improvement	Multiple Improvements		
Comments on Planned	Faculty teaching the international select courses met and reviewed the		
Improvement	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		

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	Richa	Richards College of Business			
Academic Program	Bach	Bachelor of Business Administration (all)			
Learning Outcome	LG 5:	Understand	d how ethical decision-making and globalization affect organizations.		
Semester Assessed	2010	)-3			
Assessment Type or Artifa	ct	Exam			
Cohort (if Applicable)	0				
Location	Carro	ollton Campu	us		
Operational Definition or Learning Objective		ig Objective	Students will demonstrate the ability to analyze issues and situations having ethical and legal implications for business. BBALG5, L05.1		
Student Sampling Process (if applicable)		olicable)	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.		
Data Collection Point			BUSA 2106		
Student Performance Data					
Description of Exemplary R	Perfor	mance (Excee	eds Expectations) by a Student		
Over 70% Correct					
Percent of Students with E	•				
·	erforn	nance (Meets	s Expectations) by a Student		
50% - 70% Correct					
Percent of Students with F					
Description of Developing	Perfo	rmance (Doe:	es Not Meet) by a Student		
Less than 50% Correct					
Percent of Students with Developing Performa					
Description of Unacceptable Performance by a Student					
Percent of Students with Unacceptable Performance 0 %			ormance 0 %		
Improvements or Changes	Improvements or Changes Based on this Assessment				
Type of Planned Improven	nent	agogy			
Comments on Planned Improvement Pursuant to the recommendations of the RCOB Undergraduate Programs					

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., selfstudy 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.

**Next Scheduled Assessment** 

2012-3

### Administrative or Faculty Review of this Assessment(if applicable)

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).

#### *Impact of Improvements?*

Learning outcome and objective to be assessed in Fall 2012.

Learning Outcome Assessment Report							
Information about the Aco	University of West Georgia  Information about the Academic Program and Learning Outcome being assessed						
College or School Richards College of Business							
Academic Program		elor of Busir		ration (all)			
Learning Outcome				l decision-makin	g and globaliza	ation affect	organizations.
Semester Assessed	2011				0 0		0
Assessment Type or Artifa	ct	Exam					
Cohort (if Applicable)	0						
Location	Carr	ollton Campi	S				
Operational Definition or I	Learni	ng Objective		dents will demo and business co		knowledge	of international
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				
Data Collection Point			courses were assessed.  MGNT 4625, ECON 4450, MKTG 4866 AND FINC 4521 (data collected in Summer 2011)				
Student Performance Data	7						
Description of Exemplary I		mance (Exce	eds Expectat	ions) by a Stude	nt		
Score of 85 or higher		•	•				
Percent of Students with E	xemp	lary Perform	nce			15	%
Description of Proficient P	erforr	nance (Meet	Expectation	ns) by a Student			
Score of 70 or higher							
Percent of Students with F	Profici	ent Performa	nce			52	%
Description of Developing	Perfo	rmance (Doe	Not Meet)	by a Student			
Score below 70							
Percent of Students with D	Develo	ping Perforn	ance			34	%
Description of Unacceptab	Description of Unacceptable Performance by a Student						
Percent of Students with Unacceptable Performance 0 %							
Improvements or Changes Based on this Assessment							
Type of Planned Improven	nent	Mul	iple Improve	ements			
Comments on Planned Im	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				•		

	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.
Next Scheduled Assessment	2012-1

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.

# Impact of Improvements?

Learning outcome and associated objective to be reassessed in Spring 2012 term.

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	susiness Administration (all)				
Learning Outcome	LG 5: Unde	stand how ethical decision-making and globalization affect organizations.				
Semester Assessed	2012-1					
Assessment Type or Artifa	ct Exam					
Cohort (if Applicable)	0					
Location	Carrollton (	mpus				
Operational Definition or L	earning Obj	tive 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 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.  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%  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.				
Data Collection Point		INTERNATIONAL SELECTS (MKTG 4866, MGNT 4625, FINC 4521 & ECON 4450)				

Student Performance Data							
Description of Exemplary Performance (Exceeds Expectations) by a Student							
85%							
Percent of Students with Exemplary Pe	rformance	46	%				
Description of Proficient Performance	Meets Expectations) by a Student						
70%							
Percent of Students with Proficient Per	formance	40	%				
Description of Developing Performance	e (Does Not Meet) by a Student						
LESS THAN 70%							
Percent of Students with Developing Po	erformance	15	%				
Description of Unacceptable Performan	nce by a Student						
Percent of Students with Unacceptable	Performance	0	%				
Improvements or Changes Based on the	is Assessment						
Type of Planned Improvement	Evaluation						
Comments on Planned Improvement	Faculty teaching international select courses fr	om all RCOB	departments met				
	on 11/1/12 to discuss the Spring 2012 assessm	ent results. 1	They were satisfied				
	with the overall results that approximately 85%	6 of students	met or exceeded				
	expectations. Faculty noted that students are	still struggling	g with the question				
	on the impact of the changes in exchange rates	•	•				
	they agreed to continue emphasizing this concept in all international select						
	courses. In addition, it was recommended that						
	modified. Specifically, it was recommended that Q2 be edited. The revised						
	assessment is attached.						
Next Scheduled Assessment	2014-1						

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

#### *Impact of Improvements?*

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			ss Administration (all)			
			ral and management-specific knowledge a	nd skills in	the analysis of	
Learning Outcome		_	omic problems.	iiu skiiis iii	the analysis of	
Semester Assessed	2008-1					
Assessment Type or Artifa	ct Case	Analysi	S			
Cohort (if Applicable)	0	<u> </u>				
Location	Carrollton	Campus				
Operational Definition or I	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	2)	A case analysis was prepared by each stu	udent in on	ne 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 R	Performance	(Excee	ds Expectations) by a Student			
Percent of Students with E	xemplary Pe	rforma	nce	14	%	
Description of Proficient P	erformance	(Meets	Expectations) by a Student			
Score of 80% or better						
Percent of Students with F	roficient Pe	forman	nce	68	%	
Description of Developing	Performance	e (Does	Not Meet) by a Student			
Score below 80%						
Percent of Students with D	eveloping P	erforma	ance	18	%	
Description of Unacceptab	le Performa	nce by a	a Student			
Percent of Students with L	Percent of Students with Unacceptable Performance 0 %					
Improvements or Changes Based on this Assessment						
Type of Planned Improven	Type of Planned Improvement Evaluation					
Comments on Planned Imp	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 Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School	Richar	ds College of	Business				
Academic Program	Bache	lor of Busine	ss Administration (all)				
Learning Outcome	LG 6:	Utilize gener	al and management-specific knowledge a	nd skills in th	e analysis of		
	busine	ess and econ	omic problems.				
Semester Assessed	2009-2	1					
Assessment Type or Artifa	ct	Exam					
Cohort (if Applicable)	0						
Location	Carrol	Iton Campus					
Operational Definition or I	earning	g Objective	1) Understand how to determine the cos	st of a produc	ct		
			2) understand cost behavior				
			3) understand budgeting, standards and	variances			
			4) understand how cost accounting infor	mation is use	ed for decision		
			making				
Student Sampling Process	(if appli	icable)	(E) A multiple choice assessment examin	ation covering	ng theoretical		
			aspects of the course was given after the final exam				
Data Collection Point			ACCT 2102				
Student Performance Data	1						
Description of Exemplary I	Perform	nance (Excee	ds Expectations) by a Student				
75% Correct or Better							
Percent of Students with E	xempla	ary Performa	nce	6	%		
Description of Proficient P	erforma	ance (Meets	Expectations) by a Student				
60% Correct or Better							
Percent of Students with F	roficier	nt Performan	ce	43	%		
Description of Developing	Perforn	mance (Does	Not Meet) by a Student				
Less than 60% Correct							
Percent of Students with [	Develop	ing Performa	nnce	51	%		
Description of Unacceptab	le Perf	ormance by a	a Student				
Percent of Students with U	Jnaccep	otable Perfor	mance	0	%		
Improvements or Changes	Based (	on this Asses	sment				
Type of Planned Improven	nent	Multi	ple Improvements				
Comments on Planned Im	provem	ent (P) an	d (E) On the assessment exam, 7% of our	students cor	rectly answered		
questions #2 and #5, respectively. Question #2 involved the distinction					distinction		
	between period and product costs. Questions #5 involved the determination						
the breakeven point using cost/volume/product analysis. To improve clarity,					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 o					is 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

The RCOB UPC agreed with the recommendations of the Accounting faculty

### *Impact of Improvements?*

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.

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

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	6: Utilize gener	al and management-specific knowledge a	nd skills in	the analysis of	
	busi	ness and econo	omic problems.			
Semester Assessed	2010	0-1				
Assessment Type or Artifa	ct	Case Analysis	S			
Cohort (if Applicable)	0					
Location	Carr	ollton Campus				
Operational Definition or	Learni	ing Objective	To develop your capacity to think strate	gically abo	out 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 ap	plicable)	24 of 35 students completed the mini-ca	ise assessr	ment. One of four	
			sections completed the mini-case assessment.			
Data Collection Point			MGNT 4660			
Student Performance Data	ד					
Description of Exemplary	Perfo	rmance (Exceed	ds Expectations) by a Student			
100% Correct						
Percent of Students with E	xemp	olary Performa	nce	42	%	
Description of Proficient P	erfori	mance (Meets	Expectations) by a Student			
67% or better Correct						
Percent of Students with F	Profici	ient Performan	се	50	%	
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student			
Less than 67%						
Percent of Students with [	Develo	oping Performa	ance	8	%	
Description of Unacceptab		-				
Percent of Students with U	Percent of Students with Unacceptable Performance 0 %					
	Improvements or Changes Based on this Assessment					
Type of Planned Improven	nent	Evalua	ation			
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				erage scores for all the category of e. It is recommended		

	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

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.

### *Impact of Improvements?*

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 recommendation0 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 Busin	ess Administration (all)				
Learning Outcome	LG 6: Utilize gene	ral and management-specific knowledge a	nd skills in t	the analysis of		
H	business and ecor	omic problems.				
Semester Assessed	2010-1					
Assessment Type or Artifact	Exam					
Cohort (if Applicable)	0					
Location	Carrollton Campu	S				
Operational Definition or Le	arning Objective	1. Understand how to determine the co	st of a prod	uct.		
		2. Understand cost behavior.				
		3. Understand budgeting, standards and	d variances.			
		4. Understand how cost accounting info	rmation is u	ised for decision		
		making.				
Student Sampling Process (i	f annlicable)	Graded all assessment exams and deter	mined the n	number of students		
Student Sampling Frocess (i	т аррпсавіс)	who fit within each category				
		(exceeded, met, or did not meet).				
Data Collection Point		ACCT 2102				
Student Performance Data		7,001,2102				
•	erformance (Excee	eds Expectations) by a Student				
75% or Better Correct	(2/100					
Percent of Students with Ex	emplary Performa	ince	65	%		
Description of Proficient Per	<u> </u>			, ,		
60% or Better Correct		., .,				
Percent of Students with Pro	oficient Performa	nce	17	%		
Description of Developing P						
Less than 60% Correct	( )					
Percent of Students with De	eveloping Perform	ance	18	%		
Description of Unacceptable	· •					
	,					
Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes B	<u> </u>					
Type of Planned Improveme		iple Improvements				
	Comments on Planned Improvement (P) and (E).					
On the 2009 assessment exam, students scored very low on two questions,				n two questions,		
namely (1) the distinction between						
	period costs and product costs and (2) Cost/ Volume/ Profit (CVP) analysis. \					

	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.
	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.
Next Scheduled Assessment	2011-1

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						
Information about the Academic Program and Learning Outcome being assessed						
	Richards College of Business					
	Bachelor of Business Administration (all)					
·	G 6: Utilize general and management-specific knowledge and skills in the analysis of					
•	business and econ			,		
Semester Assessed	2011-1					
Assessment Type or Artifact	t Exam					
Cohort (if Applicable)	0					
Location	Carrollton Campus					
Operational Definition or Le	Operational Definition or Learning Objective LO6.1 Students will demonstrate a basic knowledge of relevant costs fo decision making.					
Student Sampling Process (i	f 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				
Student Performance Data						
Description of Exemplary Pe	erformance (Excee	ds Expectations) by a Student				
75% or Better Correct						
Percent of Students with Ex	emplary Performa	nce	48	%		
Description of Proficient Per	rformance (Meets	Expectations) by a Student				
60% or Better Correct						
Percent of Students with Pro	oficient Performar	ice	25	%		
Description of Developing P	erformance (Does	Not Meet) by a Student				
Less than 60% Correct						
Percent of Students with De	eveloping Performa	ance	27	%		
Description of Unacceptable	e Performance by a	a Student				
Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes B	<u> </u>					
Type of Planned Improveme		ple Improvements				
Comments on Planned Impr		nd (E).				
The second secon	On the 2010 assessment examination, students continued to score low on					
	questions on product costs, so it was					

	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
Next Scheduled Assessment	2013-1

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.

# Impact of Improvements?

Learning outcome and objective will be reassessed in Spring 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			al and management-specific knowledge a	nd skills in th	ne analysis of	
3		_	omic problems.		,	
Semester Assessed	201	1-1				
Assessment Type or Artifa	ct	Case Analysis	S			
Cohort (if Applicable)	0					
Location	Carr	ollton Campus				
Operational Definition or I	earn	ing Objective	LO6.2 Students will demonstrate the abi	lity to analyz	ze the current	
			situation of an organization and to deve	lop a plan to	ensure	
			organizational viability.			
Student Sampling Process	(if ap	plicable)	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						
Student Performance Data			de Francetations) by a Chydont			
<u> </u>		•	ds Expectations) by a Student (55%), Page 2 (48%), Page 3 (25%), Page 4	1 (250/)		
Percent of Students with E			·		0/	
		<u> </u>		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 Performan			ce	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 Performa			nnce	0	%	
Description of Unacceptable Performance by a Student						
Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes						
Type of Planned Improven		Pedag				
,,		- 2.4	, .,			

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 recommendation0 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.
Next Scheduled Assessment	2012-1

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	Back	Bachelor of Business Administration (all)					
Learning Outcome	LG 6	: Utilize gener	al and management-specific knowledge	and skills	s in th	e analysis of	
	busi	ness and econo	omic problems.				
Semester Assessed	201	2-1					
Assessment Type or Artifa	ct	Case Analysis	5				
Cohort (if Applicable)	0						
Location	Carr	ollton Campus					
Operational Definition or I	Learni	ng Objective	LO6.2 Students will demonstrate the a	bility to a	ınalyz	e the current	
			situation of an organization and to dev	elop a pla	an to	ensure	
			organizational viability.				
Student Sampling Process	(if an	nlicable)	Case Analysis (C) ? Students read and analyzed the ?Robin Hood? case.				
Student Sampling 1 rocess	(II up	plicable	After reading the case, students were asked to identify the strategic				
			actions/options (Page 1), the benefits/risks of the strategic				
			actions/options (Page 1), the benefits/Pisks 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.	page and	1 Dy 3	ection are	
Data Collection Daint			MGNT 4660				
Student Performance Data  Description of Eventuary Performance (Eveneds Evnectations) by a Student							
, , ,	Description of Exemplary Performance (Exceeds Expectations) by a Student  Pubric Score of 4 (Excellent): PESCULTS: Page 1 (E0%), Page 2 (E5%), Page 2						
Rubric Score of 4 (Excellent): RESULTS: Page 1 (50%), Page 2 (55%), Page 3 (8%), Page 4 (16%)							
Percent of Students with E	yemr	nlary Performa	nce	0		%	
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%)	age 4	- (3270), Fage 3					
Percent of Students with F	Profici	ant Darforman	CO.	0		%	
reflection students with F	TOTICI	ent renomiali	CC	U		/0	

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	%			
Improvements or Changes Based on the	is Assessment					
Type of Planned Improvement	Multiple Improvements					
Comments on Planned Improvement	(P): This is the second time the ?Robin Hood? of	ase has been	used for			
	assessment. Overall, the pattern of results wa	s consistent v	with the results			
	from Spring 2011. It remains the case that the	areas most i	n need of			
	improvement are Page 3 (the ability to identify	problems) a	nd 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	n.				
	(E): As international students become an increa	asing percent	tage of the			
	population completing this assessment, it is wo	orth noting th	nat not all students			
	may have a working knowledge of the Robin H	ood legend.	The case presents a			
	useful context for this exercise, but some stude	ents may nee	d more background			
	information.					
	(E) Currently, all areas of the case study are we	eighted equal	ly. However, the			
	results show that the abilities evaluated by Pag	ge 3 (the abili	ty 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.					
Next Scheduled Assessment	Next Scheduled Assessment 2014-1					

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.

Next Assessment: Spring 2014

### *Impact of Improvements?*

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	Richa	Richards College of Business				
Academic Program	Bach	Bachelor of Business Administration with a Major in Management				
Learning Outcome	Man	agement majo	ors will demonstrate the ability to app	ly manageme	ent-related theories to	
	pract	tical applicatio	ons.			
Semester Assessed	2011	1				
Assessment Type or Artifa	ct	Project				
Cohort (if Applicable)	0					
Location	Carro	ollton Campus				
Operational Definition or I	Learni	ng Objective	Students will demonstrate an under	standing of i	mportant factors that	
			impact behaviors and attitudes at the	ne individual,	group, and	
			organizational units of analysis. Stu	dents will the	en apply this	
			knowledge to a situation that occur	s or a regular	basis in organizations.	
Student Sampling Process	(if anr	nlicable)	Entire section			
Data Collection Point	(II app	эпсиыс ј	MGNT 3605			
Student Performance Data	7		MGM 3003			
		mance (Excee	ds Expectations) by a Student			
36 out of 36 points			20 2. peccación ( ) a quade ne			
Percent of Students with E	xemp	lary Performa	nce	76	%	
	•	<u> </u>	Expectations) by a Student			
30 - 35 points (outs of 36 p		· · · · · · · · · · · · · · · · · · ·				
Percent of Students with Proficient Performan			nce	17	%	
Description of Developing Performance (Does Not Meet) by a Student						
less than 30 points (out of						
Percent of Students with Developing Performa			ance	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 Imp	provement The assessment could be improved to increase accuracy on capturing the					
	learning objective. The current assessment lends students to always rate tear					
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				•	
			efly explain why they feel certain tea	-		
		This v	vay the instructor has a specific area t	o focus on.		

# Next Scheduled Assessment

2011-3

# Administrative or Faculty Review of this Assessment(if applicable)

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.

# Impact of Improvements?

The rubric was revised to encourage feedback on any unfavorable comments. Four students did provide limited feedback.

			ing Outcome Assessment Report University of West Georgia		
Information about the Aca	demic	Program and	Learning Outcome being assessed		
College or School					
Academic Program	Bache	Bachelor of Business Administration with a Major in Management			
Learning Outcome	Mana	agement majo	ors will demonstrate the ability to ap	ply manageme	ent-related theories to
	practi	ical applicatio	ons.		
Semester Assessed	2011-	-3			
Assessment Type or Artifac	ct	Project			
Cohort (if Applicable)	0				
Location	Carro	Ilton Campus			
Operational Definition or L	_earnin	ng Objective	Students will demonstrate an unde	rstanding of ir	nportant factors that
			impact behaviors and attitudes at t	he individual,	group, and
			organizational units of analysis. St	udents will the	en apply this
			knowledge to a situation that occu	rs on a regular	basis in organizations.
Student Sampling Process	lif ann	licable)	All students were assessed.		
Data Collection Point	(п арр		MGNT 3605		
Student Performance Data	1		Mart 3003		
		mance (Exceed	ds Expectations) by a Student		
Getting 6 out of 6 points.		Harroe (Exoces	as Expectations, by a Stadent		
					%
			Expectations) by a Student		
Getting 5 or more points.			, , , , , , , , , , , , , , , , , , , ,		
Percent of Students with Proficient Performan			nce	26	%
Description of Developing	Perfor	mance (Does	Not Meet) by a Student		
Less than 5 points		<u> </u>	•		
Percent of Students with Developing Performa			ance	34	%
Description of Unacceptab					
Percent of Students with Unacceptable Performance 0 %					%
Improvements or Changes Based on this Assessment					
Type of Planned Improvement Evaluation					
Comments on Planned Imp	mprovement 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					est that
	communication and time management issues were most prevalent. For th				t prevalent. For the
		next a	assessment, we will encourage more	students to pr	rovide feedback so that
		we ca	nn better diagnose, and eventually re	duce, the root	cause of poor

		individual performance within the groups.
Next Scheduled	d Assessment	2012-3

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.

### *Impact of Improvements?*

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 rubic will be modified to focus more on Question 2 and solicit more feedback from the students.

			ing Outcome Assessment Report University of West Georgia		
Information about the Aca	demic	: Program and	Learning Outcome being assessed		
College or School	Richa	ards College of	f Business		
Academic Program	Bach	elor of Busine	ss Administration with a Major in Ma	anagement	
Learning Outcome	Mana	lanagement majors will demonstrate the ability to apply management-related theories to			
	pract	tical applicatio	ons.		
Semester Assessed	2012	-3			
Assessment Type or Artifa	ct	Project			
Cohort (if Applicable)	0				
Location	Carro	ollton Campus			
Operational Definition or I	Learnir	ng Objective	Students will demonstrate an unde	rstanding of ir	mportant factors that
			impact behaviors and attitudes at t	he individual,	group, and
			organizational units of analysis. Sto	udents will the	en apply this
			knowledge to a situation that occu	rs on a regular	basis in organizations
Student Sampling Process	lif ann	nlicable)	All students were sampled		
Data Collection Point	(ii app		MGNT 3605		
Student Performance Data	y		WONT 3003		
		mance (Evcee	ds Expectations) by a Student		
6 out of 6 points	CHOH	mance (Exceet	as Expectations, by a Student		
Percent of Students with E	xemn	lary Performa	nce	40	%
		<u> </u>	Expectations) by a Student	40	70
5 out of 6 points	CITOIII	Tarice (IVICEES	Expectations, by a stadent		
Percent of Students with P	Proficie	ent Performan	nce	26	%
Description of Developing					
Below 5 points			mer meet, a, a cradem		
Percent of Students with D	)evelo	ning Performa	ance	34	%
Description of Unacceptab					
			2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		
Percent of Students with U	Jnacce	eptable Perfor	mance	0	%
Improvements or Changes	Basea	on this Asses	sment		
Type of Planned Improven		Evalu			
Comments on Planned Imp		ment Evalua	ation (E): Student comments regard	ing the first qu	uestion on the
			ations rubric did increase. In retrosp	•	
			fically relate to the learning objective		•
			sment. Thus, as stated, only data fro		
			sed. For the next assessment the rul		
		be rei	moved and emphasis will be placed o	on obtaining a	dditional 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 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.

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					
College or School						
Academic Program			ss Administration with a Major in Manage			
Learning Outcome	_	-	ors will demonstrate the ability to research	•		
		reas such	as staffing, training and development, and	d compensati	ion.	
Semester Assessed	2010-3					
Assessment Type or Artifa	l	chnical As	signment			
Cohort (if Applicable)	0					
Location		n Campus	1			
Operational Definition or I	Learning O	bjective	Students will demonstrate the ability to available to HR practicioners.	use several o	on-line resources	
Student Sampling Process	(if applica	ole)	Entire section was involved in assessmer	nt.		
Data Collection Point			MGNT 4620			
Student Performance Data	7					
Description of Exemplary I	Performan	ce (Excee	ds Expectations) by a Student			
Students receiving 24 of 24	4 points.					
Percent of Students with E	xemplary	Performa	nce	16	%	
Description of Proficient P	erformand	e (Meets	Expectations) by a Student			
Students receiving 21 of 2	4 points					
Percent of Students with F	Proficient F	erformar	ice	79	%	
Description of Developing	Performa	nce (Does	Not Meet) by a Student			
Students receiving less that	an 21 point	S.				
Percent of Students with D	Developing	Performa	ance	5	%	
Description of Unacceptab	ole Perforn	nance by a	3 Student			
Percent of Students with L	Jnacceptal	ole Perfor	mance	0	%	
Improvements or Changes					1 -	
Type of Planned Improven		Currio				
Comments on Planned Im			ents had some trouble preparing the repor	t. Some of t	he 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						
Administrative or Faculty I	Review of t	his Assess	sment(if applicable)			
			ng the O*Net Internet site and locating the	e required in	formation.	

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						
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed					
College or School						
Academic Program	Bache	elor of Busine	ss Administration with a Major in Manage	ement		
Learning Outcome	Mana	igement majo	ors will demonstrate the ability to research	n and compr	ehend employment	
	data	in areas such	as staffing, training and development, and	d compensat	ion.	
Semester Assessed	2011	-3				
Assessment Type or Artifa	ct	Technical Ass	signment			
Cohort (if Applicable)	0					
Location	Carro	Ilton Campus				
Operational Definition or I	earnir	g Objective	Students will demonstrate teh ability to	use several	on-line resources	
			available to HR practitioners.			
Student Sampling Process	(if app	licable)	All students in the class were assessed.			
Data Collection Point			MGNT 4620-01			
Student Performance Data	1					
Description of Exemplary I	Perforr	nance (Exceed	ds Expectations) by a Student			
Scoring 21 of 21 points (as	rated	on evaluation	ı matrix)			
Percent of Students with E	xempl	ary Performa	nce	58	%	
Description of Proficient P	erform	ance (Meets	Expectations) by a Student			
Scoring at least 19 of 21 po	oints (a	as rated on ev	aluation matrix)			
Percent of Students with F	roficie	nt Performan	ce	39	%	
Description of Developing	Perfor	mance (Does	Not Meet) by a Student			
Scoring less that 19 points	(as rat	ted on evalua	tion matrix)			
Percent of Students with D	Pevelo	oing Performa	nnce	3	%	
Description of Unacceptab	le Peri	formance by a	a Student			
Scoring less than 10 points	(as ra	ted on evalua	tion matrix)			
Percent of Students with U	Jnacce	ptable Perfor	mance	0	%	
Improvements or Changes	Improvements or Changes Based on this Assessment					
Type of Planned Improven	nent	Currio	culum			
Comments on Planned Im	proven	nent This y	ear some of the better reports from the p	revious sem	ester were shared	
with students in class. We will continue to do this next year so that students				r so that students		
understand how to write these more technical reports.						
Next Scheduled Assessment 2012-3						
Administrative or Faculty Review of this Assessment(if applicable)						
Students did a much bette	r job w	riting the rep	orts than they had in previous semesters	. And, for bu	isiness 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 Aca	demic Progr		Learning Outcome being assessed		
College or School	Richards Co	llege of	f Business		
Academic Program	Bachelor of	Busine	ss Administration with a Major in Mana	gement	
Learning Outcome	Manageme	nt majo	ors will demonstrate the ability to resear	ch and cor	nprehend employment
	data in area	as such	as staffing, training and development, a	nd comper	nsation.
Semester Assessed	2012-3				
Assessment Type or Artifac	ct Writt	en Assi	gnment		
Cohort (if Applicable)	0				
Location	Carrollton (	Campus			
Operational Definition or L	earning Obj.	ective	Students will demonstrate the ability t	o use seve	ral on-line resources
available to HR practitioners. (LG3)					
Student Sampling Process	(if applicable	5)	All students in the section were assess	ed.	
Data Collection Point			MGNT 4620		
Student Performance Data	1				
Description of Exemplary F	Performance	(Exceed	ds Expectations) by a Student		
21 of 21 points					
Percent of Students with E	xemplary Pe	rforma	nce	34	%
Description of Proficient Po	erformance	(Meets	Expectations) by a Student		
19 of 21 points					
Percent of Students with P	roficient Pe	forman	nce	37	%
Description of Developing	Performance	e (Does	Not Meet) by a Student		
below 19 points					
Percent of Students with D	eveloping P	erforma	ance	29	%
Description of Unacceptab	le Performa	nce by a	a Student		
Percent of Students with U	Inacceptable	Perfor	mance	0	%
Improvements or Changes	Based on th	is Asses.	sment		
Type of Planned Improvem	nent	Evalu	ation		
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				derstand more about a	

	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.
Next Scheduled Assessment	2013-3

	Learning Outcome Assessment Report University of West Georgia					
Information about the Aco	Information about the Academic Program and Learning Outcome being assessed					
College or School		ards College				
Academic Program			ss Administration			
Learning Outcome			te at a professional level in oral presentati	ons and in wi	riting.	
Semester Assessed	2009				- 0	
Assessment Type or Artifa	ct	Oral Presen	tation			
Cohort (if Applicable)	0					
Location	Carr	ollton Campu	S			
Operational Definition or Learning Objective		in various situations and provide reasor form (LG 1, LG 5, LG6); 2. Summarize and ethically apply, throu	2. Summarize and ethically apply, through oral discussion and written documents, marketing strategy theory(s) and concepts (LG 1, LG 5, LG			
Student Sampling Process (if applicable)			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.			
Data Collection Point			MKTG 6815			
Student Performance Data	7					
Description of Exemplary I	Perfor	mance (Exce	eds Expectations) by a Student			
36 out of 36 - 100%						
Percent of Students with E	xemp	lary Perform	ance	34	%	
Description of Proficient P	erfori	mance (Meets	Expectations) by a Student			
28 out of 36 - 78%						
Percent of Students with F	Profici	ent Performa	nce	63	%	
Description of Developing	Description of Developing Performance (Does Not Meet) by a Student					
Percent of Students with Developing Performance 3 %  Description of Unacceptable Performance by a Student				%		
Percent of Students with Unacceptable Performance 0 %						
	Improvements or Changes Based on this Assessment					
Type of Planned Improven			gogy			

Comments on Planned Improvement	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%.
	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.
Next Scheduled Assessment	2011-1

The committee supports the faculty direction in the course and encourages more instruction in the area of "Expression" in business presentations. RCOB GPC

Learning Outcome Assessment Report University of West Georgia						
Information about the Aco	Information about the Academic Program and Learning Outcome being assessed					
College or School		ards College o				
Academic Program			s Administration			
Learning Outcome	LG1:	Communicat	e at a professional level in oral presentat	ions and in	writing.	
Semester Assessed	2010		· ·		Ü	
Assessment Type or Artifa	ct	Exam				
Cohort (if Applicable)	0					
Location	Carr	ollton Campus	5			
Operational Definition or I	_earni	ng Objective	LO1.1 Students will be able to create ed documents.	fective writ	tten business	
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 offer this semester. It was offered on the Carrollton Campus. Students we evaluated on two data points on the rubric relative to this learning objective.				MGNT 6681 offered npus. Students were		
Data Collection Point			MGNT 6681			
Student Performance Data	7					
Description of Exemplary I	Perfor	mance (Excee	ds Expectations) by a Student			
6 out of 6 - 100%						
Percent of Students with E	xemp	lary Performa	ince	96	%	
Description of Proficient P	erforr	mance (Meets	Expectations) by a Student			
4 out of 6 - 67%						
Percent of Students with F	rofici	ent Performar	nce	4	%	
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student			
3 or less out of 6						
Percent of Students with [	Develo	ping Perform	ance	0	%	
Description of Unacceptab	le Pei	rformance by	a Student			
Percent of Students with U	Jnacce	eptable Perfoi	rmance	0	%	
Improvements or Changes	Based	d on this Asses	ssment			
Type of Planned Improven	nent					
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.				his is the first use of tandard for future ative to the new the presentation of		

#### **Next Scheduled Assessment**

2011-1

### Administrative or Faculty Review of this Assessment(if applicable)

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

			ing Outcome Assessment Report		
			University of West Georgia		
			Learning Outcome being assessed		
College or School		ards College of			
Academic Program			Administration		
Learning Outcome			e at a professional level in oral presentation	ons and in v	vriting.
Semester Assessed	2012	1			
Assessment Type or Artifac	ct	Oral Present	ation		
Cohort (if Applicable)	0				
Location	Carr	ollton Campus			
Operational Definition or Learning Objective  MBA LO1.2: Students will be able to prepare and deliver effective business presentations					
Student Sampling Process (	(if ap	plicable)	MBA LO1.2: Students will be able to pre	pare and de	eliver effective
			business presentations		
Data Collection Point			MKTG 6815		
Student Performance Data					
Description of Exemplary P	erfor	mance (Excee	ds Expectations) by a Student		
less than 15 points					
Percent of Students with E	xemp	lary Performa	nce	10	%
Description of Proficient Pe	erforr	mance (Meets	Expectations) by a Student		
15 - 16 points					
Percent of Students with P	rofici	ent Performan	ice	35	%
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		
17-18 points					
Percent of Students with D	evelo	pping Performa	ance	55	%
Description of Unacceptab	le Pe	rformance by a	a Student		
· · · · · · · · · · · · · · · · · · ·		-			
Percent of Students with U	Inacc	eptable Perfor	mance	0	%
Improvements or Changes		<u> </u>			
Type of Planned Improvem			ts are Satisfactory		
Comments on Planned Improvement MBA LO1.2: Students will be able to prepare and deliver effective business				ffective business	
	presentations				
Next Scheduled Assessmer	Next Scheduled Assessment 2013-3				
Administrative or Faculty R	Reviev	v of this Assess	sment(if applicable)		
Continue to distribute rubr					

Next Scheduled Assessment ? Fall 2013						
Impact of Improvements?						
			ng Outcome Assessment Report			
			University of West Georgia			
Information about the Aca	1		Learning Outcome being assessed			
College or School	Richards Co					
Academic Program			s Administration			
Learning Outcome			vely with others and lead in organizationa	l situatior	ns.	
Semester Assessed	Not Availab					
Assessment Type or Artifa	ct Other	(Descr	ibe in Operational Definition)			
Cohort (if Applicable)	0					
Location	Carrollton C		1			
Operational Definition or I	Learning Obje	ective	LO2.1 ? Students will demonstrate effec		•	
			behavior in accomplishment of tasks. C		* *	
			Presentation (P): Working in group of 3-		·	
			make both a case presentation and writ	e a case a	analysis.	
Student Sampling Process	(if applicable	)	30 Students completed a scale where th	ey were a	asked to evaluate the	
			performance of their team members.			
Data Collection Point			MGNT 6670, Carrollton			
Student Performance Data	ל					
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student			
90% score or higher						
Percent of Students with E	Exemplary Pe	rforma	nce	90	%	
Description of Proficient P	erformance (	Meets	Expectations) by a Student		·	
70% -89% score						
Percent of Students with F	Proficient Per	forman	ice	10	%	
Description of Developing	Performance	(Does	Not Meet) by a Student		·	
below 70% score						
Percent of Students with [	Developing Pe	erforma	ance	0	%	
Description of Unacceptab	ole Performar	nce by a	a Student			
Percent of Students with Unacceptable Performance 0 %						
Improvements or Changes	Based on thi	s Asses	sment			
Type of Planned Improven	Type of Planned Improvement Evaluation					
Comments on Planned Im	provement		ation (E): To evaluate the team members			
			ded that used a 5 point Likert scale for 10	•	·	
and each member had to evaluate themselves. Also the team members were				team members were		

	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.
Next Scheduled Assessment	2012-3

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.

	Learning Outcome Assessment Report					
Information about the Ac	a do na		niversity of West Georgia			
•		ards College	and Learning Outcome being assessed			
College or School						
Academic Program			ss Administration	4: l -:4		
Learning Outcome			tively with others and lead in organiza	tional sit	uations.	
Semester Assessed	2011					
Assessment Type or Artif		Exam				
Cohort (if Applicable)	0					
Location		ollton Campu	I			
Operational Definition or Learning Objective			LO2.2 ? Students will be able to eval behavior.	uate effe	ective leadership	
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			
Student Performance Dat	,					
Description of Exemplary	Perfo	rmance (Exc	eeds Expectations) by a Student			
90% score or higher						
Percent of Students with Exemplary Perform			mance	47	%	
			ets Expectations) by a Student	l		
70% socre or higher						
Percent of Students with	Profic	cient Perform	nance	43	%	
Description of Developing	g Perf	ormance (Do	es Not Meet) by a Student			
below 70% score						
Percent of Students with	Deve	loping Perfor	rmance	10	%	
Description of Unaccepta						
	,					
Percent of Students with Unacceptable Performance 0 %					%	
Improvements or Changes Based on this Assessment						
Type of Planned Improve						
Comments on Planned Pedagogy (P): The questions appear to be effective hower recommend increasing the number of embedded questions recommend that half of the students present a short por presentation of leadership behavior based on reviewing			uestions. I would rt powerpoint			

	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

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.

Learning Outcome Assessment Report University of West Georgia								
Information about the Aco	Information about the Academic Program and Learning Outcome being assessed							
College or School		ards Colleg						
Academic Program				Administration				
Learning Outcome	LG2:	Work effe	ctiv	vely with others and lead in organizational	situations.			
Semester Assessed	2012			,				
Assessment Type or Artifa	ct	Other (De	scr	ibe in Operational Definition)				
Cohort (if Applicable)	0	1						
Location	Carr	ollton Cam	ous					
Operational Definition or Learning Objective			re	MBA LO2.1: Students will demonstrate e behavior in accomplishment of tasks	effective gro	up collaboration		
Student Sampling Process	(if ap	olicable)		32 Students evaluated self and peers on 12 items; overall scores were determined by peer evaluations only (self evals were excluded).  Peer Evaluations (O).				
Data Collection Point				32 Students evaluated self and peers on 12 items; overall scores were determined by peer evaluations only (self evals were excluded).				
Student Performance Data	7					·		
Description of Exemplary I	Perfor	mance (Exc	ee	ds Expectations) by a Student				
less than 5								
Percent of Students with E	xemp	lary Perfor	mai	nce	15	%		
Description of Proficient P	erforr	nance (Me	ets	Expectations) by a Student		_		
5.0 ? 5.9								
Percent of Students with F	Profici	ent Perforn	nan	ce	15	%		
Description of Developing	Perfo	rmance (Do	es	Not Meet) by a Student				
6.0 ? 7								
Percent of Students with D	Develo	ping Perfo	rma	ance	70	%		
Description of Unacceptab	Description of Unacceptable Performance by a Student							
Percent of Students with Unacceptable Performance 0 %					%			
Improvements or Changes	Improvements or Changes Based on this Assessment							
Type of Planned Improven	ement Results are Satisfactory							
not m expec			t m pec	all, MBA students are excellent team collal neet expectations, with 3 meeting expecta stations. The measurement instrument wa the end (as recommended in last year?s A	tions. The re s around mi	emainder exceeded d-semester instead		

	appreciable impact on performance. Results are very similar to last year.
Next Scheduled Assessment	2013-3

Committee recommends continuing to give the instrument around mid-semester and continue to collect data on performance.

Next Scheduled Assessment ? Fall 2013

	Learning Outcome Assessment Report University of West Georgia				
Information about the Academic Program and Learning Outcome being assessed					
College or School		ards College of			
Academic Program			s Administration		
Learning Outcome	LG3:	Identify how	globalization affects organizations and th	eir environn	nent.
Semester Assessed	2011	l-3	<del>-</del>		
Assessment Type or Artifa	ct	Exam			
Cohort (if Applicable)	0				
Location	Carr	ollton Campus			
Operational Definition or L	earni	ng Objective	LO3.2 ? Students will assess the role that environment plays in business decisions	_	business
Student Sampling Process	(if apı	olicable)	30 students were given the exam. These	e exams wer	e collected and
			graded with the result of the embedded questions analyzed.		
Data Collection Point			MGNT 6670, Carrollton		
Student Performance Data	1				
Description of Exemplary F	Perfor	mance (Excee	ds Expectations) by a Student		
90% score or better					
Percent of Students with E	xemp	lary Performa	nce	43	%
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student		
70% score or better					
Percent of Students with Proficient Performan			nce	50	%
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		
less than 70% score					
Percent of Students with D	evelo	ping Performa	ance	7	%
Description of Unacceptab	le Pei	formance by a	a Student		
Percent of Students with L	Percent of Students with Unacceptable Performance 0 %				
Improvements or Changes	Improvements or Changes Based on this Assessment				
Type of Planned Improven					
Comments on Planned Imp	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			s. I would rpoint presentation rrent business uestions that would	

	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.
Next Scheduled Assessment	2012-3

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

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			s Administration				
Learning Outcome	LG3:	Identify how	globalization affects organizations and th	eir envirc	onment.		
Semester Assessed	2012	!-1	-				
Assessment Type or Artifa	ct	Exam					
Cohort (if Applicable)	0						
Location	Carro	ollton Campu	5				
Operational Definition or Learning Objective		Committee recommends continuing to give the instrument around mid- semester and continue to collect data on performance.  Next Scheduled Assessment ? Fall 2013					
Student Sampling Process (if applicable)			Committee recommends continuing to give the instrument around mid- semester and continue to collect data on performance.  Next Scheduled Assessment ? Fall 2013				
Data Collection Point			ECON 6450-01 - Carrollton				
Student Performance Data	7						
· ·		mance (Excee	ds Expectations) by a Student				
less than 80%							
Percent of Students with Exemplary Performa			ince	27	%		
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student				
80%							
Percent of Students with F	rofici	ent Performa	nce	41	%		
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		<u>.</u>		
100%							
Percent of Students with D	Develo	ping Perform	ance	32	%		
Description of Unacceptab	Description of Unacceptable Performance by a Student						
Percent of Students with Unacceptable Performance 0 %					%		
Improvements or Changes	Improvements or Changes Based on this Assessment						
Type of Planned Improven	nent Multiple Improvements						
Comments on Planned Imp			ester and continue to collect data on performance.				
		Next	Scheduled Assessment ? Fall 2013				

### Next Scheduled Assessment

2012-2

# Administrative or Faculty Review of this Assessment(if applicable)

Committee recommends continuing to give the instrument around mid-semester and continue to collect data on performance.

Next Scheduled Assessment ? Fall 2013

Learning Outcome Assessment Report University of West Georgia						
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed					
College or School		College of				
Academic Program			Administration			
Learning Outcome	LG4: Re	cognize the	e importance of ethical decision making.			
Semester Assessed	Not Ava	ilable	- · ·			
Assessment Type or Artifa	ct Ex	am				
Cohort (if Applicable)	0					
Location	Carrollto	on Campus				
Operational Definition or Learning Objective			MBA LO4.2: Students will evaluate mana framework	agerial decisi	ons using an ethical	
Student Sampling Process	(if applica	able)	32 students took midterm exam that inc	luded 1 shor	t essay question.	
Data Collection Point			MKTG 6815 - Carrollton			
Student Performance Data	1					
Description of Exemplary F	Performa	nce (Excee	ds Expectations) by a Student			
less than 2						
Percent of Students with E	xemplary	Performai	nce	10	%	
Description of Proficient P	erforman	ce (Meets	Expectations) by a Student			
2						
Percent of Students with P	roficient	Performan	ce	40	%	
Description of Developing	Performa	ince (Does	Not Meet) by a Student			
3					_	
Percent of Students with D	Developin	g Performa	ince	50	%	
Description of Unacceptab	le Perfori	mance by a	Student			
					_	
Percent of Students with L				0	%	
Improvements or Changes Based on this Assessment						
Type of Planned Improvement Curriculum						
Comments on Planned Imp	orovemer		n additional in-class exercise and an article distributed and discussed in class			
			d improve students? understanding of the			
			ras moved to the end of the semester. The	ū	•	
			improve the scores, though the percentage not meeting expectations did not			
	change appreciably.					
Next Scheduled Assessment 2013-3						
Administrative or Faculty F	Review of	this Assess	ment(if applicable)			

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

NEXT SCHEDULED ASSESSMENT ? FALL 2013

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed						
College or School	Richards Co						
Academic Program			Administration				
Learning Outcome	LG4: Recog	nize th	e importance of ethical decision making.				
Semester Assessed	2012-1						
Assessment Type or Artifa	ct Exam						
Cohort (if Applicable)	0						
Location	Carrollton C	ampus					
Operational Definition or I	Learning Obje	ctive	MBA LO4.1: Students will be able to idea	ntify ethical			
			theories and concepts and their importa	ance			
Student Sampling Process	(if applicable	)	MBA LO4.1: Students will be able to ide	ntify ethical			
			theories and concepts and their importa	ance			
Data Collection Point			MKTG 6815				
Student Performance Data	7						
Description of Exemplary I	Performance	(Excee	ds Expectations) by a Student				
less than 2							
Percent of Students with E	Exemplary Pe	rforma	nce	5	%		
Description of Proficient P	erformance (	Meets	Expectations) by a Student				
2							
Percent of Students with F	Percent of Students with Proficient Performance 25 %						
Description of Developing	Performance	(Does	Not Meet) by a Student				
3							
Percent of Students with D	Percent of Students with Developing Performance 70 %						
Description of Unacceptab	ole Performan	nce by a	a Student				
Percent of Students with U	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 LO4.1: Students will be able to identify ethical theories			;				
	and concepts and their importance						
Next Scheduled Assessment 2013-3							
Administrative or Faculty Review of this Assessment(if applicable)							
MBA LO4.1: Students will be able to identify ethical theories and concepts and their importance							
Impact of Improvements?							

Learning Outcome Assessment Report University of West Georgia							
Information about the Aca	demi	c Program and	Learning Outcome being assessed				
College or School	Rich	Richards College of Business					
Academic Program	Mas	ter of Business	Administration				
Learning Outcome	LG1:	Communicat	e at a professional level in oral presentati	ons and i	n writing.		
Semester Assessed	2012	2-1					
Assessment Type or Artifa	ct	Oral Present	ation				
Cohort (if Applicable)	0	•					
Location	Dou	glasville					
Operational Definition or Learning Objective			1.2 - Students will be able to prepare an presentations	a deliver	effective business		
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				
Student Performance Data	,						
Description of Exemplary F	erfor	mance (Excee	ds Expectations) by a Student				
less than 15 points							
Percent of Students with E	xemp	lary Performa	nce	0	%		
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student				
15-16 points							
Percent of Students with P	rofici	ent Performan	ice	29	%		
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student				
17-18 points							
Percent of Students with D				71	%		
Description of Unacceptab	le Pei	formance by a	a Student				
Percent of Students with Unacceptable Perfor				0	%		
Improvements or Changes							
Type of Planned Improven			ts are Satisfactory				
expectations recommendadistributed a			all, MBA students have excellent presenta stations. Five of them exceeded expectation namendation of the committee, this measu outed at the beginning of the semester ar ourseDen. Students knew how they would	ons. Base urement ind posted	ed on the instrument was I at the course website		

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

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	demi	c Program and	Learning Outcome being assessed		
College or School		Richards College of Business			
Academic Program	Mas	ter of Business	s Administration		
Learning Outcome	LG2:	Work effective	vely with others and lead in organizationa	l situations.	
Semester Assessed	2012				
Assessment Type or Artifa	ct	Other (Descr	ribe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Dou	glasville			
Operational Definition or Learning Objective		MBA LO2.1: Students will demonstrate of behavior in accomplishment of tasks	effective gro	oup collaboration	
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		
Student Performance Data					
Description of Exemplary F	erfor	mance (Excee	ds Expectations) by a Student		
less than 5					
Percent of Students with E	xemp	lary Performa	nce	0	%
Description of Proficient Performance (Meets			Expectations) by a Student		·
5 - 5.9					
Percent of Students with F	rofici	ent Performar	nce	0	%
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		•
7-Jun					
Percent of Students with D	evelc	ping Performa	ance	100	%
Description of Unacceptab	le Pei	formance by	a Student		
Percent of Students with Unacceptable Perfor			mance	0	%
Improvements or Changes Based on this Assessment					
Type of Planned Improven					
excee 6.84. l instru		all, MBA students are excellent team collanded expectations. The range of scores was Based on the committee?s recommendat Iment was distributed at the beginning of evaluations would be conducted. The scal	is 6.63 to 7 ion, the me the semest	with average score of easurement er so students knew	

	on expectations being exceeded, maintain status quo. No course
	improvements to be undertaken.
Next Scheduled Assessment	2013-3

There were 7 students in class and all exceeded expectations. Instructor could explore other objective measures.

This course was compared with the other section that assessed same LO. Both sections are using the same rubric (which is encouraged)

Next Scheduled Assessment ? Fall 2013.

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	demi	: Program and	Learning Outcome being assessed		
College or School		Richards College of Business			
Academic Program			s Administration		
Learning Outcome	LG3:	Identify how	globalization affects organizations and the	eir enviror	nment.
Semester Assessed	2012		· ·		
Assessment Type or Artifa	ct	Other (Descr	ribe in Operational Definition)		
Cohort (if Applicable)	0				
Location	Dou	glasville			
Operational Definition or Learning Objective		LO3.2 Students will assess the role that plays in business decisions.  o) Students read a journal article titled Companies: Implications for Managementitled ?International Accounting Diversit	?Comparirent Accour	ng U.S. and Japanese	
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		
Student Performance Data					
Description of Exemplary Performance (Exceeds Expectations) by a Student					
less than 14 out of 20					
Percent of Students with Exemplary Performa			nce	0	%
Description of Proficient P	erforr	nance (Meets	Expectations) by a Student		
14 out of 20					
Percent of Students with P	rofici	ent Performar	nce	0	%
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		
18 out of 20					
Percent of Students with D	evelo	ping Performa	ance	100	%
Description of Unacceptab	le Pei	formance by a	a Student		
Percent of Students with Unacceptable Perform			mance	0	%
Improvements or Changes	Improvements or Changes Based on this Assessment				
Type of Planned Improven	nent Other				
Comments on Planned Imp	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.			and then a 20	
Next Scheduled Assessmen	ment 2012-3				
Administrative or Faculty F	Administrative or Faculty Review of this Assessment(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.

Learning Outcome Assessment Report					
Information about the Aco	demi	r Program an	University of West Georgia  d Learning Outcome being assessed		
College or School		Richards College of Business			
Academic Program			s Administration		
Learning Outcome			ne importance of ethical decision making.		
Semester Assessed	2012				
Assessment Type or Artifa		Exam			
Cohort (if Applicable)	0				
Location	Dou	glasville			
Operational Definition or I			MBA LO4.1: Students will be able to ide concepts and their importance	ntify ethica	al theories and
Student Sampling Process (if applicable) MBA LO4.1: Students will be able to identify ethical theories and			al theories and		
			concepts and their importance		
Data Collection Point			MKTG 6815 - Douglasville		
Student Performance Data					
Description of Exemplary I	Perfor	mance (Excee	eds Expectations) by a Student		
less than 2					
Percent of Students with E	Percent of Students with Exemplary Performance 0 %			%	
Description of Proficient Performance (Meets Expectations) by a Student					
2					
Percent of Students with Proficient Performar			nce	100	%
Description of Developing	Perfo	rmance (Doe:	s Not Meet) by a Student		
3					
Percent of Students with D	Pevelo	ping Perform	ance	0	%
Description of Unacceptable Performance by a Student					
Percent of Students with L	Percent of Students with Unacceptable Performance 0 %				
Improvements or Changes Based on this Assessment					
,	Type of Planned Improvement Multiple Improvements				
	Comments on Planned Improvement MBA LO4.1: Students will be able to identify ethical theories and concepts an			ies and concepts and	
	their importance				
Next Scheduled Assessme	Next Scheduled Assessment 2013-3				
Administrative or Faculty Review of this Assessment(if applicable)					
Committee agrees with th	e recc	mmendation	that remediation material be provided to	clarify con	cepts 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.

Learning Outcome Assessment Report					
Information about the Aca	demi	r Program and	University of West Georgia  Learning Outcome being assessed		
College or School		Richards College of Business			
Academic Program			Administration		
Learning Outcome			e importance of ethical decision making.		
Semester Assessed	2012		e importance or etimour decision maning.		
Assessment Type or Artifa		Exam			
Cohort (if Applicable)	0	LXuIII			
Location		glasville			
Operational Definition or L			The case study and journal article were	discussed in	class and then a 20
operational bennition of a	.cuiiii	ing Objective	question true/false test was administere		ciass and then a 20
			There were three students enrolled in the		
			There were times stadents emoned in the	ic class.	
Student Sampling Process	(if ap	olicable)	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					
Student Performance Data					
	Description of Exemplary Performance (Exceeds Expectations) by a Student				
less than 2				_	_
Percent of Students with Exemplary Performan			nce	0	%
Description of Proficient P	erforr	mance (Meets	Expectations) by a Student		
2					
Percent of Students with P	rofici	ent Performan	ce	14	%
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		
3					
Percent of Students with D	evelo	ping Performa	ance	86	%
Description of Unacceptab	le Pe	rformance by a	a Student		
Percent of Students with Unacceptable Perform			mance	0	%
Improvements or Changes	Improvements or Changes Based on this Assessment				
Type of Planned Improven	nent	Resul	ts are Satisfactory		
Comments on Planned Imp	orove	ment The c	ase study and journal article were discuss	ed in class ar	nd then a 20
	question true/false test was administ				
		There	were three students enrolled in the class	i.	
Next Scheduled Assessment 2013-3					
Administrative or Faculty F	Administrative or Faculty Review of this Assessment(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.

Learning Outcome Assessment Report University of West Georgia					
Information about the Acc	Information about the Academic Program and Learning Outcome being assessed				
College or School	•	ards College of	· · · · · · · · · · · · · · · · · · ·		
Academic Program	Mas	ter of Business	Administration		
Learning Outcome	LG1:	Communicat	e at a professional level in oral presentation	ons and in wi	riting.
Semester Assessed	2012	2-1			
Assessment Type or Artifa	ct	Written Assi	gnment		
Cohort (if Applicable)	0				
Location	New	nan			
Operational Definition or	Learni	ng Objective	LO1.1 Students will be able to create eff	ective writte	n business
			documents.		
Student Sampling Process	(if app	olicable)	(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	TVE WITATI Cari	ipus.	
Student Performance Data			Watt cool Newhan		
Description of Exemplary Performance (Exceeds Expectations) by a Student					
less than 60%		(=11000)			
Percent of Students with E	xemp	lary Performa	nce	9	%
			Expectations) by a Student		
60%					
Percent of Students with Proficient Performan			ice	46	%
Description of Developing Performance (Does Not Meet) by a Student					
80%					
Percent of Students with Developing Performa			ance	46	%
Description of Unacceptable Performance by a Student			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	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			

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.

Learning Outcome Assessment Report University of West Georgia					
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed				
College or School	Richa	tichards College of Business			
Academic Program	Mast	Master of Business Administration			
Learning Outcome	LG3:	Identify how	globalization affects organizations and th	eir enviro	nment.
Semester Assessed	2012	!-2			
Assessment Type or Artifac	ct	Exam			
Cohort (if Applicable)	0				
Location	New	nan			
Operational Definition or Learning Objective					
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.			
Data Collection Point		ECON 6450-Newnan			
Student Performance Data					
Description of Exemplary F	erfor	mance (Excee	ds Expectations) by a Student		
less than 80					
Percent of Students with E		•		23	%
Description of Proficient Po	erforn	nance (Meets	Expectations) by a Student		
80					
Percent of Students with Proficient Performan				39	%
Description of Developing Performance (Does I			Not Meet) by a Student		
100					
Percent of Students with Developing Performa				39	%
Description of Unacceptable Performance by a Student					
Percent of Students with L	Inacce	eptable Perfor	mance	0	%
Improvements or Changes	Based	d on this Asses	sment		

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

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.

	Learning Outcome Assessment Report				
1.6	University of West Georgia				
	Information about the Academic Program and Learning Outcome being assessed  College or School Richards College of Business				
College or School					
Academic Program			s Administration		
Learning Outcome		_	alytical and problem solving skills with cor	icepts and th	ieories from all
		tional areas of	business.		
Semester Assessed	2012	-  -			
Assessment Type or Artifa		Exam			
Cohort (if Applicable)	0				
Location	New				
Operational Definition or I	_earni	ng Objective	LO5.2 Students will be able to analyze a		
			decision when presented with multi-fun	ctional issue	S.
Student Sampling Process	(if apr	olicable)	All 22 students enrolled in MGNT 6681 i	n the spring	semester 2012
Stadent Sampling 1 100033	( up)	, incubic,	completed the exam. This was the only		
			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					
		mance (Excee	ds Expectations) by a Student		
less than 60%	0				
Percent of Students with E	xemn	lary Performa	nce	32	%
			Expectations) by a Student	32	1 /*
60%	CITOTI	nunce (wiects	Expectations, by a Stadent		
Percent of Students with F	Profici	ent Performar	nce	50	%
Description of Developing				1 30	
80%	CITO	Thance (Boes	Not Meet, by a stadent		
Percent of Students with D	مامیرمار	ning Darform	anca	18	%
		<u> </u>		10	70
Description of Unacceptable Performance by a Student					
Percent of Students with L	Descent of Students with Unaccentable Desfermance				
	Percent of Students with Unacceptable Performance 0 %				76
•	Improvements or Changes Based on this Assessment  Type of Planned Improvement Evaluation				
Type of Planned Improven				nring comest	or 2012
Comments on Planned Im	provei		2 students enrolled in MGNT 6681 in the s		
			pleted the exam. This was the only section		
	semester. It was offered on the Newnan campus on Tuesday evenir			ay everiirigs duriilg	
Novt Schodulad Assassass	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.

			ing Outcome Assessment Report University of West Georgia		
Information about the Aca	Information about the Academic Program and Learning Outcome being assessed				
College or School		sichards College of Business			
Academic Program			s Administration		
Learning Outcome	LG5:	Integrate and	alytical and problem solving skills with o	concepts an	nd theories from all
	funct	tional areas of	business.		
Semester Assessed	2012	2-1			
Assessment Type or Artifa	ct	Exam			
Cohort (if Applicable)	0	1			
Location	New	nan			
Operational Definition or I	earni	ng Objective	The case study and journal article we	re discusse	d in class and then a 20
			question true/false test was administ	ered.	
			There were three students enrolled in	n the class.	
Student Sampling Process	(if app	olicable)	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	1				
Description of Exemplary I	Perfor	mance (Excee	ds Expectations) by a Student		
less than 60%					
Percent of Students with E	xemp	lary Performa	nce	14	%
Description of Proficient P	erforn	nance (Meets	Expectations) by a Student		
60%					
Percent of Students with F	Profici	ent Performar	ice	41	%
Description of Developing	Perfo	rmance (Does	Not Meet) by a Student		
80					
Percent of Students with Developing Performs				45	%
Description of Unacceptab	le Per	formance by a	a Student		
Percent of Students with Unacceptable Performance 0 %				%	
Improvements or Changes					
Type of Planned Improven			ple Improvements		
Comments on Planned Improvement The case study and journal article were discussed in class and then a 20			ss and then a 20		

	question true/false test was administered.				
	There were three students enrolled in the class.				
Next Scheduled Assessment	2012-2				
Administrative or Faculty Review of this Assessment(if applicable)					
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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.