Comprehensive Standard (CS) 3.3.1.1 Educational Programs

Recommendation:
Several programs do not provide evidence of improvement based on the analysis of assessment data. Building on progress noted in their report, the institution needs to document that it has developed appropriate learning outcomes for educational programs, identified and implemented direct and indirect measures to assess outcomes, and provide evidence of improvement based on the results of those outcomes [See Referral Report Response July 2011].

Brief History of Responses to Recommendation:
The recommendation addressed in this report results from a Referral Report submitted after GSW’s 2010 Interim Fifth-Year Report. In its Interim Fifth-Year Report, GSW had sampled its academic programs as support for an assertion of compliance with CS 3.3.1.1, and did not sufficiently describe the rationale for its sample. While this was not the only concern regarding GSW’s compliance with CS 3.3.1.1, the Referral report submitted April 15, 2011 reported on the assessment activities of all degree programs at GSW to insure that reviewers had an accurate picture of assessment in the institution’s academic programs. The Referral Report also included specific action plans for each program, although admittedly some of the actions addressed assessment plan improvements rather than learning outcome improvements.

Current Request of the Commission:
The notification letter to GSW President Kendall Blanchard from SACSCOC President Belle S. Wheelan, dated July 8, 2012, specifically requested that the institution “submit a First Monitoring Report due April 16, 2012, addressing the following referenced standard [emphasis added] of the Principles:” CS 3.3.1.1.

GSW Response to the Recommendation:
As noted in previous reports, GSW’s academic programs maintain a two-part cycle of assessment. Each program has established program outcomes for student learning, and both direct and indirect means of measuring the program’s effectiveness in reaching its student learning outcomes. It should be noted that some programs assess all outcomes every year, while others assess a rotating subset of outcomes each year (the information about which strategy is used by which program will be provided below, but can also be found in Spring 2012 assessment plans, and in assessment summaries for 2010-11.). Nonetheless, all student learning outcomes for all programs are assessed no less than once every three years, and the assessment results and actions proposed in response to the results are reported annually. In addition, each program examines routine statistical data such as program retention, progression, and graduation rates annually, and changes are sometimes made based these data; generally, these data are given closer scrutiny during comprehensive program review (CPR), however. Each program undergoes a CPR every five to eight years depending upon whether the unit is externally accredited or not. These reviews are designed to address the big picture of how effectively programs are operating over time, and typically replace the annual assessment cycle during review years. No programs underwent CPR during the 2010-11 assessment cycle.
Two tweaks were made to our system to make assessment results and plans for improvement more accessible to both internal and external audiences. The deadline for submission of annual reports from academic units was moved back from May to October to allow more time for review of assessment data by faculty and assessment committees within units. The format of annual reports was revised to include a distinct section of the report in which annual assessment results and actions are summarized to make program level assessment results more accessible to administrators overseeing assessment, including the Deans, the Director of Institutional Effectiveness and Planning, and the Vice President of Academic Affairs. The assessment summary consists of two sections. The first section includes assessment results for the previous academic year showing how many students met, exceeded, or did not meet the expectations for each measure for each program learning outcome assessed during that year, and a summary of the faculty’s analysis of the results. The second section includes proposed action plans for the current academic year, and progress reports on action plans from previous academic year(s).

During the 2010-11 academic year, all programs also mapped course SLOs to Program SLOs not only for connection between program and course outcomes, but also to determine the level at which program outcomes are addressed in courses (from introductory through advanced) and the level of emphasis placed on program outcomes in courses (from none to extensively). This task will allow programs to better analyze assessment results by giving context to the course embedded artifacts used to assess program outcomes and undertake improvements more judiciously by helping to identify where changes can be made in courses to affect program outcomes.

In order to demonstrate that each degree program is making improvements based on assessment data, the following report will summarize proposed actions based on assessment results for each bachelor, master, and specialist program at GSW. These summaries are representative in the sense that at least one proposed action for 2011-12 based on assessment results from 2010-11 has been summarized for each program, as well as the results of at least one action plan from 2010-11. More complete information on assessment results and additional action plans may be found in the supporting documentation below. Supporting documentation for each program includes fall 2011 assessment summaries of 2010-11 assessment results, action plans for 2011-12, which report proposed changes for improvement of outcome results, and current assessment plans as of spring 2012, which describe the elements of each program’s assessment process, including learning outcomes, outcome measures, frequency of results analysis, and composition of groups that analyzes results. For reference, action plans from each program for 2010-11 are also included below.

**BA in Dramatic Arts**

Each SLO for the BA in Theater, Communication, and Media Arts is reviewed annually by the faculty (see [Assessment Plan 2012](#)).

On the basis assessment results from 2010-11, as well as results from 2008-09 and 2009-10, the Theater, Communication, and Media Arts faculty identified the ability to integrate the allied areas of the degree into written work as a concern. The faculty proposes to refine the written projects in the following courses to emphasize integration of concepts and skills from related classes within the Dramatic Arts curriculum, while placing greater emphasis on integration in course content and other activities:

- THEA 2540 – Introduction to Performance
- COMM 3040 Integrative Communication
- COMM 4080 Studies in New Media

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• COMM 4545 Issues in Communication & Media
• THEA 4545 Performance Theory
• COMM 4112 Video Production Capstone
• THEA 4111 Performance and Production Practicum

The refined written projects will become artifacts in the capstone portfolio amassed by each program graduate (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

The 2010 action plan to refine the master production schedule design has been completed and implemented. In initial samples of completed plans from first courses in which new design was implemented, 50% of students exceeded or met expectations. More results are needed to judge the success of the plan (see Action Plan 2010-11).

BA in English

The student learning outcomes of the BA in English program related to rhetorical effectiveness in written and oral communication are assessed every year using the capstone project students produce in the senior capstone seminar taught each fall semester. The other three SLOs are reviewed once every three years on a rotating basis; in 2010-11, the SLO “apply cultural and historical understanding to the interpretation of texts” was reviewed, as well as the rhetorical effectiveness outcomes. SLOs are reviewed by the program’s assessment committee, and results and proposed actions are discussed with the entire faculty before implementation of any action plans (see Assessment Plan 2012).

In assessment results from 2010-11, the English assessment committee identified understanding and application of purpose in the writing process as a weakness. The assessment committee proposed and department faculty approved a two-pronged action plan to address this concern. The student learning outcomes and associated rubrics for the first-year composition sequence will be revised for greater emphasis on process over product. In addition, a pilot project to incorporate reflective writing into upper division classes will be conducted in spring 2012 with the intention of wider implementation in fall 2012 (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

As proposed in the 2010 action plan, the courses in 20th-Century Literature in English (ENGL 3470 Postcolonial World Literatures, ENGL 3460 Modern British Literature, ENGL 3510 Modern American Literature, and ENGL 3520 Postmodern and Contemporary American Literature) have been added to the curriculum, and have been integrated into the program’s two-year course rotation with two of them—ENGL 3460 and ENGL 3510—being taught during the 2011-12 academic year. Results of the ETS Major Field Test Literature in English, especially the sub-score for Literature in English post-1900, will continue to be monitored to judge results of this curriculum change (see Action Plan 2010-11).

BA in History

SLOs for the BA in History are reviewed annually by the program’s assessment committee, and results and proposed actions are discussed with the entire History faculty before implementation of any action plans (see Assessment Plan 2012).

The History faculty completed the program’s action plan for 2010-11: the creation and implementation of a locally produced assessment to replace the retired ETS Major Field Test in History. The
departmental exam, which includes items designed to test knowledge of American, European, and Non-Western History, was administered to seniors during 2010-11, and will be administered to students entering the program during 2011-12. The faculty met at the beginning of fall term 2011 to discuss the results of the first round of assessments: approximately 44% of seniors had acceptable results. Since the results did not meet the expectations of the faculty, it was decided to change the curriculum to insure that students get a more well-rounded exposure to all three areas being tested, areas of content knowledge that the faculty deem to be necessary outcomes of the program. In future, students will be required to take at least two classes each in American, European, and Non-Western History, where they are currently required only one in each area. Implementation of the revised curriculum will begin in 2011-12 and the faculty anticipates results within two academic years of implementation (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

**BA in Music**

Each SLO for the BA in Music program are reviewed by the faculty once every three years on a rotating basis. Currently, the outcome related to keyboards skills is being reviewed every two years, since it is of particular concern to the faculty (see Assessment Plan 2012).

The high percentage of students assessed as not meeting expectations for keyboard skills after completion of group piano requirements (55% of nine students assessed in spring 2011), and the high failure rates for the required piano proficiency exam (50% in fall 2010, and 100% in spring 2011) were of great concern to the Music faculty. The faculty proposes to develop an elective course in Keyboard Harmony during 2011-12 that will give students with less experience of keyboard instruments a chance to gain more experience in a small group situation and increase the success rates of these students in the piano proficiency exam. Implementation of this curricular change will begin in fall 2012 (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

During 2010-11, the Music faculty developed and implemented an exit exam in Music Theory and History. Sixteen of the eighteen students who completed the exam during spring 2011 passed. While the implementation of the exit exam completes the program’s 2010-11 action plan, results of the exit exam will continue to be monitored as a matter of routine (see Action Plan 2010-11).

**BA and Bachelor of Science (BS) in Psychology**

Each SLO for the BA and BS programs in Psychology is reviewed every two years on a rotating basis by the Department of Psychology and Sociology assessment committee. Results and proposed actions are discussed with the entire faculty before implementation of any action plans (see Assessment Plan 2012).

The Psychology faculty, who serve both the BA and BS programs in Psychology, undertook an examination of ETS Major Field Test in Psychology data for the period spring 2006 through spring 2010 during the 2010-11 assessment cycle. Of the 185 students who took the exam during that period, only 5 were BA candidates. Over the period, the average mean score for the BA students was 155.4, while it was 151.4 for BS students. Given the numbers, the insignificant difference between mean scores, and the similarity of the BA and BS curricula in disciplinary content, action plans based on assessment data are applied to students in both programs, and, thus, will be reported together.
After examining the ETS Major Field Test in Psychology data, the psychology faculty undertook two curriculum changes in fall 2010 that applied to both the BA and BS programs. The addition of a requirement that students take History and Systems of Psychology, and that students take one of three “psychological science” courses (Biopsychology, Cognitive Psychology, or Theories of Learning) were designed to remedy. Preliminary assessment results from 2010-11 were inconclusive on the efficacy of these changes, but the results of course assessment in History and Systems of Psychology were the least acceptable among this group of four courses. Therefore, a system of pre-testing and post-testing knowledge of key figures in psychology will be instituted in the course. This change should not only prime students about who the key figures are, but provide more specific data about which figures are less known and understood (see Action Plan 2010-11).

The action plan from 2010-11 to develop and implement two surveys to gauge the effectiveness of internships is ongoing. The survey of students who have completed internships was developed and administered. Although the response rate to the survey was low (10%), the faculty was able to determine that visits to internship sites by faculty supervisors was believed to be potentially beneficial by the majority of participants in the survey. During 2011-12, a survey of current and former on-site internship supervisors will be developed and implemented to get another perspective on improving the program. The faculty also determined that interns are isolated from their peers during internships, and will work out the logistics of creating a forum for interns to interact with one another during internships during the summer of 2012 for implementation during fall of 2012 (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

**BA in Visual Arts**

Each SLO of the BA in Visual Arts program is reviewed annually by the faculty (see Assessment Plan 2012).

No graduates from the BA in Visual Arts program were assessed during 2010-11; however, 8 graduates from the Bachelor of Fine Arts in Visual Arts program were assessed, and all proposed actions related to these interrelated programs were based on those results, which are summarized below. These two programs were treated differently from the BA and BS programs in Psychology, since there is a significant difference between the BA with 30 semester hours of art content and the BFA with 54.

The 2010 action plan to create a midpoint assessment of progress in the visual arts degree programs is ongoing. Midpoint exhibitions, called Next, were held in both fall 2010 and 2011, but no students who participated these exhibits have yet staged a senior exhibit, and the efficacy of the plan cannot be established before graduates who have participated have been produced. The faculty anticipates senior exhibits from midpoint exhibit participants in either 2011-12 or 2012-13. Since ten BA candidates participated in the 2010 and 2011 Next exhibitions, data from BA graduates’ senior exhibitions should be part of that anticipated by the faculty (see Action Plan 2010-11).

**Bachelor of Business Administration**

Each SLO of the BBA program is assessed once every two years, and the assessment results are reviewed annually by the School of Business Administration’s Assurance of Learning committee, which produces an annual report containing analysis of results and recommendations for improvement (see Assessment Plan 2012).
Although the assessment results were generally acceptable across the BBA program, the assessment committee was concerned by the performance gaps between face-to-face and online students. Four specific strategies have been identified to address this concern. A greater emphasis will be placed on faculty development relating to online pedagogy, including a formative process of peer observation and feedback. One emphasis of faculty development and pedagogical practice will be to facilitate interaction between online students and their instructors. Another will be the promotion of both formal and informal collaboration among students. Finally, more emphasis will be placed on taking advantage of the rich array of learning tools beyond textbooks that available to online instructors (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

The 2010-11 action plan to administer a pre-test of business knowledge in Principles of Management, and a post-test in Strategic Management has been implemented (see Action Plan 2010-11).

Bachelor of Fine Arts in Visual Arts

Each SLO of the BFA in Visual Arts program is reviewed annually by the faculty (see Assessment Plan 2012).

Although the Visual Arts were generally satisfied with the assessment results from the students graduating with a BFA during 2010-11, the faculty member responsible for glassblowing instruction judged the students to be more proficient at functional glass design and execution than at sculptural design and execution. Since the trend in graduate education is away from functional and towards sculptural glassblowing, the faculty will attempt to move glass students towards conceptually driven sculptural solutions to this medium by enrolling them concurrently in advanced drawing and advanced glassblowing classes. Students in these concurrent classes will work on concept assignments using both media, and will participate in joint critiques and small team projects. If this faculty and student collaboration achieves the result of moving glass students towards conceptually driven sculptural solutions to this medium, more concurrent enrollment projects may be attempted in future (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

As noted above in the section on the BA in Visual Arts, the 2010 action plan to create a midpoint assessment of progress in the visual arts degree programs is ongoing. Midpoint exhibitions were held in both fall 2010 and 2011, but no students who participated these exhibits have yet staged a senior exhibit, and the efficacy of the plan cannot be established before graduates who have participated have been produced. The faculty anticipates senior exhibits from midpoint exhibit participants in either 2011-12 or 2012-13. Since fifteen BFA candidates participated in the 2010 and 2011 Next exhibitions, data from BFA graduates’ senior exhibitions should be part of that anticipated by the faculty (see Action Plan 2010-11).

BS in Biology

Results for each SLO in the BS in Biology program are reviewed by the faculty annually (see Assessment Plan 2012).

Assessment data from the second semester of the two semester senior capstone sequence in Biology for 2010-11 indicated that the only program learning outcome in which a significant percentage of students
failed to meet expectations was creating and executing a scientific experiment. Accordingly, more emphasis will be placed on experimental design in both semesters of the capstone, and indentifying courses to introduce design assignments prior to the capstone will be considered. The related issue of students not performing as well as expected on assessments of their ability to analyze statistics appropriately will be addressed by the introduction of a special topics course Biological Statistics that may subsequently be considered for addition to the required curriculum (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

Last year’s action plan to develop and administer a pretest in the principles of Biology course for majors was implemented and the data was analyzed. Since the data showed that the pretest was a better predictor of success in the course than SAT score data, the pretest will continue to be given during the first week of this class to identify at risk students in the course, who can be steered towards tutoring and encouraged to consult with the instructor during office hours (see Action Plan 2010-11).

BS in Chemistry

Results for each SLO in the BS in Chemistry program are reviewed by the faculty annually (see Assessment Plan 2012).

The implementation of the American Chemical Society’s (ACS) Diagnostic of Undergraduate Chemistry Knowledge Exam (DUCK) was the program’s action plan for 2010-11. The level of performance on the program learning outcome relating to conceptual understanding of Chemistry in general, and the specific sub-disciplines of inorganic, organic, analytical, biological, and physical Chemistry on the DUCK was of greatest concern to the Chemistry faculty. Since the depth of content in the DUCK is designed to assess both programs with one and two-semester sequences in the sub-disciplines, it is predictable that GSW students should perform less adeptly than students in larger programs where two-semester sequences are more practical than they are at GSW. Nonetheless, some alternate strategies have been devised to improve performance of this outcome. Review of key concepts in chemical sub-disciplines will be incorporated into both semesters of the senior seminar sequence. In addition, ACS study guides for the General Chemistry, Organic Chemistry, and Physical Chemistry exams have been purchased and made available on library reserve to students in the senior seminars. The Chemistry faculty has developed study guides to key concepts not covered in the ACS guides (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

BS in Computer Science

Results for each SLO in the BS in Computer Science program are reviewed by once every three years on a rotating basis. The faculty gathers annually to review results and make recommendations related to SLOs up for assessment each year (see Assessment Plan 2012).

At the faculty retreat in June 2011, it was decided to alter the instruction in the program’s class in Design of Operating Systems to include mobile operating systems. This change in instruction will require the selection of a new textbook, and the design of class assignments related to mobile operating systems. The changes will be ready for implementation in Fall 2012, so improved results from this plan are not expected until at least the 2012-13 assessment cycle (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).
The 2010-11 action plan for this program was completed (see Action Plan 2010-11).

BS in Education

Assessment results from all SLOs in the BS in Education Program are reviewed every semester by the School of Education’s Director of Assessment to identify areas for further study. The compiled results from each SLO for the academic year are reviewed by the faculty annually during fall term to generate recommendations for improvement to be implemented in spring term (see Assessment Plan 2012).

The results of Georgia Assessments for the Certification of Educators II (GACE II), a passing score on which is a requirement of the Georgia Professional Standards Commission teacher certification, are monitored annually by the Education faculty. Of particular concern during the 2010-11 has been lower than expected levels of achievement on the content areas of GACE II, which is one of the measures used to assess the student learning outcome “students will develop the skills and central concepts of his/her discipline and the abilities to incorporate those concepts into an integrated curriculum to facilitate holistic learning.” Faculty teaching in each undergraduate certification area (special education, elementary education, middle grades education, and secondary education) will be implementing a specific GACE policy during this academic year. The policy for each certification area will guide how candidates prepare for the GACE II content exams in their certification areas. Furthermore, faculty teaching in each undergraduate certification area is developing GACE II study guides as well as a series of GACE II workshops (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

The systemization of assessment in School of Education undertaken as the 2010-11 action plan has reached the pilot implementation phase and will be ready for unit-wide implementation in fall 2012 (see Action Plan 2010-11).

BS in Geology

Results for each SLO in the BS in Geology program are reviewed by the faculty annually (see Assessment Plan 2012).

The results of the assessment of field methods reports in the Geology senior capstone were unacceptably low, since anywhere from 20% to 70% of students did not meet expectations on this measure on the seven outcomes for which this measure is used. The faculty is proposing the inclusion of more writing assignments that include analysis and presentation of field and/or analytical data in upper division Geology classes to give students more practice at and formative feedback on this writing task (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

In 2010-11, the Geology faculty proposed the development and implementation of a Capstone Assessment Exam in the areas of Paleontology and Sedimentary Geology, Environmental and Structural Geology, and Mineralogy, Igneous & Metamorphic Petrology, and Field Methods. Individual sections of the exam are currently being administered as pretests in entry-level major courses relevant to the specific areas of the test, and the entire exam is being administered in the senior capstone to measure student knowledge of Earth Science topics, one of the program’s learning outcomes. Preliminary results from this assessment indicate significant gains in student knowledge from the pretest to the capstone administration of the exam, but complete comparative results will not be available until the 2012-13 assessment cycle (see Action Plan 2010-11).

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BS in Information Technology

Results for each SLO in the BS in Information Technology program are reviewed by once every three years on a rotating basis. The faculty gathers annually to review results and make recommendations related to SLOs up for assessment each year (see Assessment Plan 2012).

During consideration of routine statistical data in 2011, the Computer Science faculty noted that no students had completed the Professional Writing thread of BS in Information Technology curriculum since its inception in fall 2008, and that no students were currently pursuing the thread. It was decided to discontinue the thread as of fall 2012. In addition, the faculty will put an emphasis on data modeling and data modeling software in appropriate courses to improve the data modeling skills of program graduates (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

The 2010-11 action plan to examine the coordination between specific course learning outcomes (in CSCI 1302, CSCI 4310, CSCI 4300, CIS 3300, CSCI 4400, and CSCI 4900), and program learning outcome #1 (ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs) was completed (see Action Plan 2010-11).

BS in Mathematics

Assessment results from the BS in Mathematics program are reviewed each semester by the faculty, and the faculty gathers annually after spring term to review compiled results for the academic year and make recommendations for implementation the following academic year (see Assessment Plan 2012).

The Mathematics faculty is concerned with the proficiency of students in using problem solving and modeling skills to solve both academic and real world problems that are amenable to mathematical solutions. The faculty proposes to include more mentored solution of problems and more modeling exercises into advanced Mathematics courses, as well as more reflective class sessions, where the instructor models ways of attacking unfamiliar problems using strategies adapted from “Polya’s method” (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

The 2010-11 action plan proposed to create program options that would make graduates more employable. The faculty has created options in Financial Engineering, and Computational Science and Engineering during 2010-11. Most courses developed for these options have been offered as pilots, two of which are scheduled to go through Academic Affairs approval process in spring 2012, and to be implemented fall 2012 (see Action Plan 2010-11).

BS in Nursing

The School of Nursing assessment committee meets twice annually to review assessment data and make recommendations for improvement (see Assessment Plan 2012).

The Nursing faculty noted that 38% of students did not meet expectations on one of the measures for the SLO students will be able to utilize critical thinking to provide care for individual & communities. While further investigation revealed that these results compare favorably with external results, the faculty will continue to monitor this outcome closely. In addition, the literature of critical thinking
pedagogy will also be searched for methods to improve the results on this important SLO. The goal is to identify potential strategies to improve student commitment to the assessment instrument for implementation, if future results warrant (see [Action Plan 2011-12] & [Annual Assessment Summary 2010-11]).

To implement one of last year’s action plans, software was purchased to provide students with more experiences in computerized medical charting. Unfortunately, the product purchased has not proven conducive to the needs of GSW’s nursing students, so the search for an alternative has begun, and thus, this action plan continues for at least another assessment cycle (see [Action Plan 2010-11]).

BS in Political Science

Assessment results from the BS in Political Science program are reviewed each semester by the faculty, and the faculty gathers annually before fall term to review compiled results for the previous academic year and make recommendations for implementation during the current academic year (see [Assessment Plan 2012]).

When examining pre- and post-test assessment data on students’ empirical knowledge of political science topics, the Political Science faculty identified Constitutional Law and Political Philosophy as particular areas of relative weakness. The faculty proposes to implement comprehensive final examinations in both Constitutional Law and Political Philosophy classes to promote transference of knowledge to subsequent classes. The faculty anticipates improvement in the post-test assessment data within the next couple of assessment cycles (see [Action Plan 2011-12] & [Annual Assessment Summary 2010-11]).

In 2010-11, the Political Science faculty proposed to improve empirical knowledge of judicial politics by expanding coverage within associated targeted courses, requesting the creation of a new faculty-line for a full-time political scientist specializing in judicial politics, and altering the field exam assessment tool to more clearly present student learning data associated with the performance area. The first and third proposed actions were completed, but resources for the second were not available. Results of the accomplished actions remain to be seen during subsequent assessment cycles (see [Action Plan 2010-11]).

BS in Sociology

The Sociology Assessment Committee compiles and reviews assessment data on each SLO once every two years on a rotating basis. The faculty gathers annually after spring term to review compiled results for the academic year and make recommendations for implementation the following academic year (see [Assessment Plan 2012]).

The Sociology faculty are concerned that more than 20% of students in the senior seminar were not familiar with major concepts and theoretical perspectives in Sociology as measured by the ETS Major Field Test in Sociology. The faculty proposes to devote more time to review of major concepts and theoretical perspectives in the senior seminar and to introduce at least one refresher assignment into the seminar (see [Action Plan 2011-12] & [Annual Assessment Summary 2010-11]).

The 2010-11 action plan was not completed on time, and therefore, the implementation of the two surveys proposed has been delayed until the current academic year (see [Action Plan 2010-11]).
Master of Arts in English

The first cohort entered this program during summer 2011, so no assessment results were available for analysis during the 2010-11 assessment cycle. Biennial review of assessment results will begin when the first cohort exits the program after spring term 2013 (see Assessment Plan 2012).

Master of Business Administration

Each SLO of the MBA program is assessed once every two years, and the assessment results are reviewed annually by the School of Business Administration’s Assurance of Learning committee, which produces an annual report containing analysis of results and recommendations for improvement (see Assessment Plan 2012).

As a result of preparation for GSW’s reaffirmation in 2014, the faculty serving the MBA have undertaken an overhaul of their learning outcomes to highlight the progression of content from the BBA to the MBA program. The MBA program is also reinitiating administration the ETS Major Field Test for MBA programs, which was discontinued previously due to budget concerns. This measure will give the MBA program a basis for comparison of its program with other MBA programs (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

The MBA program had no action plan for 2010-11.

Master of Education

Assessment results from all SLOs in the Master of Education Program are reviewed every semester by the School of Education’s Director of Assessment to identify area for further study. The complied results from each SLO for the academic year are reviewed by the faculty annually during fall term to generate recommendations for improvement to be implemented in spring term (see Assessment Plan 2012).

The Education faculty has identified knowledge of educational research literature and the use of that literature to address particular pedagogical problems as areas of relative weakness for candidates in the program, which focuses on curriculum and instruction. During spring 2012, three faculty members will collaborate to develop specific assignments that will require students to amass a bibliography of resources in pedagogy of their content area, and to use these resources to solve pedagogical problems. Increased instruction in these areas will accompany the implementation of these assignments in fall 2012 (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

The systemization of assessment in School of Education undertaken as the 2010-11 action plan has reached the pilot implementation phase and will be ready for unit-wide implementation in fall 2012 (see Action Plan 2010-11).

Master of Science (MS) in Computer Science

Results for each SLO in the MS in Computer Science program are reviewed by once every three years on a rotating basis. The faculty gathers annually to review results and make recommendations related to SLOs up for assessment each year (see Assessment Plan 2012).
Mapping the course learning outcomes to the program learning outcomes for the MS in Computer Science program revealed that the course learning outcomes for two courses, CIS 5320 Object Oriented Analysis and Design, and CIS 6410 Client-Server Systems, were contributing little if anything to the program learning outcomes. The faculty decided to remove these courses from the list of required courses in the program curriculum. The removal of these two courses from the program curriculum allowed the reduction of the hours in the program from 36 semester hours to 30, a number that research shows is more consistent with other similar graduate programs in the Southeast region. These changes to the MS in Computer Science program will take effect in fall 2012 (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

Both 2010-11 action plans were completed on schedule (see Action Plan 2010-11).

**MS in Nursing**

Although this program, which was recently approved by SACS-COC, will not be implemented until fall 2012, an assessment plan for the program is currently being drafted. Assessment results will be collected during the first term of implementation, and will be available for analysis during the 2012-13 assessment cycle.

**Education Specialist**

Assessment results from all SLOs in the Education Specialist Program are reviewed every semester by the School of Education’s Director of Assessment to identify area for further study. The compiled results from each SLO for the academic year are reviewed by the faculty annually during fall term to generate recommendations for improvement to be implemented in spring term (see Assessment Plan 2012).

The Education faculty has identified the applied understanding of adult learners to support professional learning communities composed of working teachers, and the use of research literature to improve teacher practice and student achievement as related areas of weakness in the program that focuses on teacher leadership. During spring 2012, three faculty members will collaborate to develop specific assignments that will require students to amass a bibliography of resources designed to improve teacher practice in the schools in which they work. The assignments will also require the students to consider the needs and expectations of adult learners when selecting resources. Increased instruction in these areas will accompany the implementation of these assignments in fall 2012 (see Action Plan 2011-12 & Annual Assessment Summary 2010-11).

The systemization of assessment in School of Education undertaken as the 2010-11 action plan has reached the pilot implementation phase and will be ready for unit-wide implementation in fall 2012 (see Action Plan 2010-11).

**Conclusion**

GSW has demonstrated that each degree program is making improvements based on assessment data by summarizing proposed actions based on assessment results for each bachelor, master, and specialist program at GSW. More complete information on assessment results and additional action plans may be found in the supporting documentation below. Supporting documentation for each program includes fall 2011 assessment summaries of 2010-11 assessment results, action plans for 2011-12 based on 2010-

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11 assessment results, and current assessment plans as of spring 2012. For reference, action plans from each program for 2010-11 are also included.
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<td>Fall 2011</td>
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<td>Bachelor of Fine Arts in Visual Arts</td>
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<tr>
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