



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI.

Program Review Committee of the Graduate Council
2025-2026 Summary

Membership

The following faculty were members of the Program Review Committee:

- Steven Stelk (Chair) - School of Finance
- Eric Dahlen – School of Psychology
- Banu Elmadag – School of Marketing
- Monika Gehlawat – School of Humanities
- Rachel Gisewhite – Center for STEM Education
- Song Guo – School of Mathematics and Natural Sciences
- Caitlyn Herzlinger – School of Performing and Visual Arts
- Alicia Landry – School of Kinesiology and Nutrition
- Dmitri Netchaev – School of Ocean Science and Engineering
- Jeffrey Parr – School of Health Professions
- Mariann Taylor – School of Human Development and Family Science
- Amonia Tolofari – School of Media and Communication

Graduate Program Review

As outlined in Section 8 of the SACSCOC Resource Manual, student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. The University of Southern Mississippi conducts annual assessments of its undergraduate academic programs, certificates, and minors. Program Coordinators complete these annual assessments and record results and analysis in the Weave Education assessment platform.

The charge of the Program Review Committee is to review graduate program-level assessment reports. Annually, the committee reviews a subset of the assessment reports. This academic year, in preparation for the decennial SACSCOC on-site visit, the committee reviewed the graduate reports that may be showcased as additional evidence during the on-site review. In Fall 2025, the committee met six times to review 15 reports; the programs that were reviewed are listed below:

- Athletic Training MSAT
- Business Administration MBA
- Communication MA/PhD
- Computer Science MS
- English MA
- Epidemiology and Biostatistics MPH
- History MA/PhD
- Hydrographic Science MS

- Marine Science MS/PhD
- Polymer Science and Engineering MS/PhD
- Public Health MPH
- Public History Graduate Certificate
- Public Relations MS
- Sport Management MS
- Sport Security Management Graduate Certificate

The Committee utilized the *Weave Cycle 2024-2025 Program-level Academic Assessment Report Evaluation Rubric* (Appendix A) and the *Weave Cycle 2024-2025 Certificate & Minor Academic Assessment Report Evaluation Rubric* (Appendix B) when reviewing the reports.

The Committee recognizes the efforts of Program Coordinators to annually assess their programs and commends the dedication to assessment. The reviewers commended several reports' program descriptions, analysis of findings, action plans, and action plan updates/closing-the-loop. The following section provides excerpts of commendations from the reports.

Athletic Training MSAT – Action Plan

Title: Action Plan to Improve Scores in HPR 617 Final Assignment

Affiliated Outcome: 1.5

Due Date: 7/31/2027

Status: In Progress

Description:

Students are struggling to meet Target 1.5.2.1. Although the rubric for this measurement is clear and available to students from the start of the semester, they are neglecting to make necessary revisions to their project throughout the semester that will result in a satisfactory final grade.

For Fall 2025, the instructor plans to add discussion points to the course that emphasize the importance of doing revisions throughout the semester that will result in an improved final product.

For Fall 2026, the instructor will deconstruct the final revised assignment into smaller components, requiring that the first 1/3 of the project be submitted after week 5, the second 1/3 be submitted after week 10, and the final 1/3 be submitted at the end of the semester. This will require prompt revisions and early recognition by students whether or not their effort is satisfactory, which can prompt early changes to their academic approach to this assignment

Business Administration MBA – Action Plan

Title: Concepts and Techniques in all Functional Areas

Affiliated Outcome: SLO1 – Concepts and Techniques in all Functional Areas

Due Date: 9/1/26

Status: In Progress

Description:

There are two action items in this plan. The first is related to a now deleted measure: Mean score of MBA students (sub-grouped by location) on MBA-ETS Assessment Indicators for specific subscore areas (managerial accounting, finance, management, marketing, and strategic integration). This action item is complete (see narrative below for details).

The second action item is related to measure 1.1.1: “85% of MBA students will score 80% or above on the midterm exam in FIN 611.” Students in the online and hybrid cohorts failed to meet this target over two consecutive cycles. The FIN 611 instructors will reassess the content, teaching methods, and assessments.

The ETS continues to present challenges for our students. The online cohort performed significantly worse than the hybrid cohort during the 2023-2024 cycle. We believe there are several reasons for this. First, the majority of our online students are part-time and a larger proportion of this cohort was admitted under relaxed admission criteria in response to COVID restrictions on GRE and GMAT exams (i.e., those admitted in Fall 2020 and Spring 2021). These students will complete the program over the next two years. The hybrid cohort is mostly full-time students who are finishing the program in three to four semesters. These students were admitted under tightened admission standards that began in Fall 2021.

Second, the content of the ETS exam remains opaque beyond the broad subcategories listed as potential topics on the exams. It is possible that students' poor performance in some areas is because the exam is asking questions about content we decided not to cover in our program rather than because students are not retaining the knowledge. For example, we know that there is a significant portion of the ETS covering supply chain analysis, which is an optional focus area in our program. We have not been able to view questions on the exam to know for sure, so the MBA faculty discussed alternative measures to replace the ETS exam during the 2023-2024 academic year. We hope to decide on a replacement during the 2024-2025 academic year, or have the MBA faculty begin sitting for the exam to get a better feel for its coverage if we keep it.

Updates/Results/Closing the Loop:

A suitable replacement for the ETS was not identified or implemented in this cycle. Since it is not possible to determine if the individual subject areas accurately reflect the program's learning objectives, this measure will be removed going forward and the remaining three measures will be used to assess SLO 1. This action item is complete.

For the 2024-2025 cycle, the FIN 611 instructor looked for consistent patterns in questions students are missing. Students were still scoring well on quantitative problems, but their performance was suffering on conceptual exam questions. This is consistent with in-class conversations indicating that students were focusing on homework problems and had stopped attempting to read the text. Since half of the exam questions are conceptual, this left students underprepared for exams. To address this, the instructor posted condensed conceptual review guides for each chapter on Canvas and spent more time discussing conceptual content in class. While performance in both cohorts improved compared to the previous two cycles, students are still not meeting expectations. It is also worth noting that the drop in performance coincides with an increase in the proportion of MBA students who do not have business undergraduate degrees. Before 2023, roughly two-thirds of MBA students had business undergraduate degrees. Beginning in 2023, only half of the admitted MBA students had business undergraduate degrees. While the FIN 611 content was revised to recognize this change, student performance still suffered compared to previous cohorts.

For the next cycle, the FIN 611 instructor will encourage students to complete the optional finance and accounting review modules within the course before beginning scored content. The instructor will also post conceptual review questions on the Canvas discussion board and encourage students to discuss their answers. If student performance does not improve, we will consider adding a scored finance and accounting review module at the beginning of the course and revising the course content and pace. The action item "Revise FIN 611 conceptual review content and reassess" is in progress.

English MA – Analysis of Findings

The English MA program demonstrates exceptional academic performance in the 2024-2025 cycle, achieving 100% student success across all four core learning outcomes. This represents a notable improvement from the 2023-2024 cycle, where research skills achievement was 83% (10 out of 12 students), indicating enhanced program effectiveness despite reduced sample size.

Performance Analysis:

With 7 students assessed (compared to 12 in the previous cycle), the program achieved benchmark scores across all competency areas: Argument/Thesis, Close Reading, Research Skills, and Writing Skills. While this reflects strong individual student performance, the smaller cohort size aligns with strategic program adjustments prioritizing doctoral admissions.

Year-over-Year Improvements:

The most significant improvement occurred in research skills, advancing from 83% to 100% achievement. This suggests enhanced mentoring and curriculum effectiveness. However, faculty observations note that while targets are met, most scores cluster around the minimum competency level (3 out of 5), indicating potential for advanced skill development.

Areas Requiring Enhancement:

Despite meeting all quantitative targets, qualitative assessments reveal opportunities for growth:

1. **Advanced Argumentation Skills:** Students require continued support in crafting sophisticated thesis statements and developing complex arguments beyond basic competency.
2. **Analytical Depth:** The persistent challenge of helping students differentiate between summarizing and analyzing remains, particularly for incoming students.
3. **Research Dissemination:** At 77% (7 out of 9 students), research sharing approaches but doesn't meet the 80% target, suggesting need for enhanced publication and conference support.
4. **Professional Development:** Exit survey data from previous cycles highlighted inadequate alt-ac career preparation, requiring dedicated programming.

Strategic Context:

The reduced enrollment reflects deliberate prioritization of doctoral admissions, as PhD students demonstrate superior effectiveness as undergraduate composition instructors compared to MA students. This strategic shift aligns with the Provost's emphasis on doctoral education and optimal resource allocation for undergraduate instruction quality.

Improvement Recommendations

While reviewing the reports, the committee identified various components of the 2024-2025 reports that may be improved upon for the 2025-2026 reports. The committee identified the following areas for improvement:

- Within the findings, ensure that the sample sizes, semester the data are from, and the mode-of-delivery/location the data are from are included.
- Within the measures, be descriptive yet concise. Include succinct descriptions of the assignments, the grading methods (i.e., rubrics, pass/fail, 100-point scale) for the assignments, how often the courses are taught, how often the assignments (i.e., Exit Survey) are administered, etc. Providing this information would make it easier for reviewers to understand the data provided in the findings. For example, if data are only given for the Fall semester, are the data from the Spring semester missing, or is the course only taught in the fall?
- Ensure overall course grades nor program milestones (i.e., completion of fieldwork, practicum hours, etc. that are required for graduation) are not used as measures.
- Ensure the student learning outcomes and measures demonstrate knowledge of the literature of the discipline and engagement in research/professional practice and training experiences.
- For programs with combined masters and doctoral reports, indicate within the measures which group of students the assignments are applicable to. Additionally, it is ideal to have separate targets, findings, and enrollment/graduation data reported for masters and doctoral students; this allows for better identification of areas for improvement.
- For unmet or partially met targets, develop action plans to address the programmatic barriers to student learning.

Appendix A

Weave Cycle 2023-2024 Program-level Academic Assessment Report Evaluation Rubric

Program (Emphasis) Degree:

Weave Report				
	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
<p>Program Description</p> <p>Comments:</p>	<input type="checkbox"/> Description not entered	<input type="checkbox"/> Description does not provide adequate context for the program	<input type="checkbox"/> Description provides a clear picture of what the program teaches students; description provides context for the program	<input type="checkbox"/> Hours to degree are included <input type="checkbox"/> Lists the careers and/or opportunities that are available to students after completing the program
<p>Assessment Plan (Student Learning Outcomes, Measures, Targets)</p> <p>Comments:</p>	<input type="checkbox"/> Less than 4 SLOs <input type="checkbox"/> Less than 2 measures per outcome <input type="checkbox"/> Overall course grades used as measures <input type="checkbox"/> No targets are set	<input type="checkbox"/> 4 SLOs present; not all are student learning outcomes <input type="checkbox"/> 2 measures per outcome, but measures are not appropriate <input type="checkbox"/> Measures are unclear <input type="checkbox"/> Targets are set but not appropriate <input type="checkbox"/> Outcomes, measures, or targets are restated multiple times	<input type="checkbox"/> 4 SLOs minimum; all are program-level learning outcomes <input type="checkbox"/> 2 appropriate measures per outcome; one is direct <input type="checkbox"/> Measure instrument and evaluation method are clear <input type="checkbox"/> Numerical targets are set; target is appropriate <input type="checkbox"/> Overall course grades not used as measures <input type="checkbox"/> Language used to describe targets and measures is consistent	<input type="checkbox"/> Multiple types of measures are used <input type="checkbox"/> Additional measures which add value are used
<p>Findings (May be found in Findings or Analysis of Findings sections)</p> <p>Comments:</p>	<input type="checkbox"/> Findings not entered <input type="checkbox"/> Findings not separated by mode of delivery and location (where applicable)	<input type="checkbox"/> Some findings are missing <input type="checkbox"/> Majority of findings were “not reported this period” <input type="checkbox"/> Sample sizes not included <input type="checkbox"/> Finding statements do not mirror target statements <input type="checkbox"/> Findings are not separated by semester and/or state the semester(s) data are from	<input type="checkbox"/> All findings have data or an acceptable statement entered <input type="checkbox"/> All findings are separated by location and mode of delivery, if applicable <input type="checkbox"/> Findings are separated by semester and/or state the semester(s) data are from <input type="checkbox"/> Sample sizes are included <input type="checkbox"/> Target achievement is appropriately marked (met, not met)	<input type="checkbox"/> All findings have data entered <input type="checkbox"/> Language used to describe findings is consistent with the language used for targets and measures
<p>Analysis of Findings (in Weave report)</p>	<input type="checkbox"/> No findings have a corresponding analysis statement	<input type="checkbox"/> Analysis restates information already provided <input type="checkbox"/> Analysis is perfunctory	<input type="checkbox"/> Analysis examines why students did or did not meet the target	<input type="checkbox"/> Analysis includes comparison to previous years’ data

Comments:			<input type="checkbox"/> Majority of the findings have a corresponding analysis statement in Weave <input type="checkbox"/> Areas for improvement/change are briefly mentioned	<input type="checkbox"/> Analysis includes comparison of data between semesters or location and explains why differences may have occurred <input type="checkbox"/> Findings are disaggregated within the analysis and disaggregation adds further value
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Annual Program and Action Plan Analysis Document

	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
Action Plans in Weave Report Comments:	<input type="checkbox"/> No new or current action plans in the Weave report	<input type="checkbox"/> New/current action plans are perfunctory	<input type="checkbox"/> Action plans are present <input type="checkbox"/> Action plans provide detail on what actions will be taken <input type="checkbox"/> Ongoing action plans are appropriately marked “in progress” <input type="checkbox"/> Ongoing action plans are discussed	<input type="checkbox"/> New action plans are based on the analysis of the findings (analysis of data presented in report) <input type="checkbox"/> Action plans are directly linked to student learning outcomes.
Additional Action Plans related to SLOs/Program Curriculum Comments:	<input type="checkbox"/> No new or current action plans in the Additional Action Plans section	<input type="checkbox"/> New/current action plans are perfunctory	<input type="checkbox"/> Action plans are present <input type="checkbox"/> Action plans provide detail on what actions will be taken <input type="checkbox"/> Ongoing action plans are appropriately marked “in progress” <input type="checkbox"/> Ongoing action plans are discussed	<input type="checkbox"/> New action plans are based on the analysis of the findings (analysis of data presented in report) <input type="checkbox"/> Action plans are directly linked to student learning outcomes.
Action Plans Completed this Cycle (AY 2023-2024) Comments:	<input type="checkbox"/> Action plans not updated (old action plans still in “planned” stage)		<input type="checkbox"/> Completed action plans are marked as completed <input type="checkbox"/> Discontinued action plans are marked as discontinued, if applicable	
Closing the Loop Narrative Comments:	<input type="checkbox"/> Closing the loop statement is not provided for completed action plans this cycle	<input type="checkbox"/> Completed action plans are updated but no context is given <input type="checkbox"/> Closing the loop statement is perfunctory	<input type="checkbox"/> Completed action plans are discussed <input type="checkbox"/> Discontinued action plans are discussed, if applicable <input type="checkbox"/> Completed action plans are examined (using data) to determine if the action(s) led to improvement of student learning	

<p>Program-level Analysis</p> <p>Comments:</p>	<input type="checkbox"/> No program analysis provided	<input type="checkbox"/> Program-level analysis is perfunctory <input type="checkbox"/> Program-level analysis repeats information found in other sections of the Weave report or analysis document	<input type="checkbox"/> Analysis evaluates the program as a whole	<input type="checkbox"/> Overall program analysis provides additional context
Program Review				
<p>Program Completion Impact & Enrollment and Graduation Narrative and Action Plans</p> <p>Comments:</p>	<input type="checkbox"/> Program review data are not provided <input type="checkbox"/> Graduation/enrollment data are not analyzed	<input type="checkbox"/> Program graduation/enrollment numbers are not disaggregated by emphasis area <input type="checkbox"/> Enrollment and graduation analysis is perfunctory <input type="checkbox"/> Plans to increase enrollment and/or graduation numbers are vague	<input type="checkbox"/> Enrollment and graduation numbers are included and match the IR Workbook data <input type="checkbox"/> Enrollment and graduation numbers have been analyzed <input type="checkbox"/> Each emphasis area is accounted for, if applicable	<input type="checkbox"/> The program has specific plans to increase enrollment and graduation numbers <input type="checkbox"/> The narrative gives a compelling case for the ideal cohort
<p>Additional Comments:</p>		<p>Recommendations:</p> <input type="checkbox"/> Address the categories/items marked 1 and 2 in next year's report <input type="checkbox"/> See the Office of Institutional Effectiveness for assistance <input type="checkbox"/> Keep up the good work		
<p>SACSCOC Standard 8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.</p>		<p>Compliance:</p> <input type="checkbox"/> Compliance with Standard 8.2.a cannot be determined <input type="checkbox"/> Report is compliant with Standard 8.2.a <input type="checkbox"/> Report documents exemplary compliance with Standard 8.2.a		

Appendix B

Weave Cycle 2023-2024 Certificate & Minor Academic Assessment Report Evaluation Rubric

Certificate/Minor:

Weave Report				
	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
<p>Program Description</p> <p>Comments:</p>	<input type="checkbox"/> Description not entered	<input type="checkbox"/> Description does not provide adequate context for the certificate/minor	<input type="checkbox"/> Description provides a clear picture of what the certificate/minor teaches students; description provides context for the program	<input type="checkbox"/> Hours to certificate/minor completion are included <input type="checkbox"/> Lists the careers and/or opportunities that are available to students after completing the certificate/minor
<p>Assessment Plan (Student Learning Outcomes, Measures, Targets)</p> <p>Comments:</p>	<input type="checkbox"/> Less than 2 SLOs <input type="checkbox"/> Less than 1 measures per outcome <input type="checkbox"/> Overall course grades used as measures <input type="checkbox"/> No targets are set	<input type="checkbox"/> 2 SLOs present; not all are student learning outcomes <input type="checkbox"/> 1 measures per outcome, but measure is not appropriate <input type="checkbox"/> Measures are unclear <input type="checkbox"/> Targets are set but not appropriate <input type="checkbox"/> Outcomes, measures, or targets are restated multiple times	<input type="checkbox"/> 2 SLOs minimum; all are program-level learning outcomes <input type="checkbox"/> 1 appropriate measure per outcome; the measure is direct <input type="checkbox"/> Measure instrument and evaluation method are clear <input type="checkbox"/> Numerical targets are set; target is appropriate <input type="checkbox"/> Overall course grades not used as measures <input type="checkbox"/> Language used to describe targets and measures is consistent	<input type="checkbox"/> Multiple types of measures are used <input type="checkbox"/> Additional measures which add value are used
<p>Findings (May be found in Findings or Analysis of Findings sections)</p> <p>Comments:</p>	<input type="checkbox"/> Findings not entered <input type="checkbox"/> Findings not separated by mode of delivery and location (where applicable)	<input type="checkbox"/> Some findings are missing <input type="checkbox"/> Majority of findings were “not reported this period” <input type="checkbox"/> Sample sizes not included <input type="checkbox"/> Finding statements do not mirror target statements <input type="checkbox"/> Findings are not separated by semester and/or state the semester(s) data are from	<input type="checkbox"/> All findings have data or an acceptable statement entered <input type="checkbox"/> All findings are separated by location and mode of delivery, if applicable <input type="checkbox"/> Findings are separated by semester and/or state the semester(s) data are from <input type="checkbox"/> Sample sizes are included <input type="checkbox"/> Target achievement is appropriately marked (met, not met)	<input type="checkbox"/> All findings have data entered <input type="checkbox"/> Language used to describe findings is consistent with the language used for targets and measures

<p>Analysis of Findings (in Weave report)</p> <p>Comments:</p>	<input type="checkbox"/> No findings have a corresponding analysis statement	<input type="checkbox"/> Analysis restates information already provided <input type="checkbox"/> Analysis is perfunctory	<input type="checkbox"/> Analysis examines why students did or did not meet the target <input type="checkbox"/> Majority of the findings have a corresponding analysis statement in Weave <input type="checkbox"/> Areas for improvement/change are briefly mentioned	<input type="checkbox"/> Analysis includes comparison to previous years' data <input type="checkbox"/> Analysis includes comparison of data between semesters or location and explains why differences may have occurred <input type="checkbox"/> Findings are disaggregated within the analysis and disaggregation adds further value
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Annual Program and Action Plan Analysis Document

	<p align="center">1 Non-compliant</p>	<p align="center">2 Needs improvement</p>	<p align="center">3 Compliant</p>	<p align="center">4 Exemplary</p>
<p>Action Plans in Weave Report</p> <p>Comments:</p>	<input type="checkbox"/> No new or current action plans in the Weave report	<input type="checkbox"/> New/current action plans are perfunctory	<input type="checkbox"/> Action plans are present <input type="checkbox"/> Action plans provide detail on what actions will be taken <input type="checkbox"/> Ongoing action plans are appropriately marked "in progress" <input type="checkbox"/> Ongoing action plans are discussed	<input type="checkbox"/> New action plans are based on the analysis of the findings (analysis of data presented in report) <input type="checkbox"/> Action plans are directly linked to student learning outcomes.
<p>Additional Action Plans related to SLOs/Program Curriculum</p> <p>Comments:</p>	<input type="checkbox"/> No new or current action plans in the Additional Action Plans section	<input type="checkbox"/> New/current action plans are perfunctory	<input type="checkbox"/> Action plans are present <input type="checkbox"/> Action plans provide detail on what actions will be taken <input type="checkbox"/> Ongoing action plans are appropriately marked "in progress" <input type="checkbox"/> Ongoing action plans are discussed	<input type="checkbox"/> New action plans are based on the analysis of the findings (analysis of data presented in report) <input type="checkbox"/> Action plans are directly linked to student learning outcomes.
<p>Action Plans Completed this Cycle (AY 2023-2024)</p> <p>Comments:</p>	<input type="checkbox"/> Action plans not updated (old action plans still in "planned" stage)		<input type="checkbox"/> Completed action plans are marked as completed <input type="checkbox"/> Discontinued action plans are marked as discontinued, if applicable	
<p>Closing the Loop Narrative</p> <p>Comments:</p>	<input type="checkbox"/> Closing the loop statement is not provided for completed action plans this cycle	<input type="checkbox"/> Completed action plans are updated but no context is given <input type="checkbox"/> Closing the loop statement is perfunctory	<input type="checkbox"/> Completed action plans are discussed <input type="checkbox"/> Discontinued action plans are discussed, if applicable <input type="checkbox"/> Completed action plans are examined (using data) to determine if the action(s) led to	

			improvement of student learning	
Program-level Analysis Comments:	<input type="checkbox"/> No program analysis provided	<input type="checkbox"/> Program-level analysis is perfunctory <input type="checkbox"/> Program-level analysis repeats information found in other sections of the Weave report or analysis document	<input type="checkbox"/> Analysis evaluates the program as a whole	<input type="checkbox"/> Overall program analysis provides additional context
Program Review				
Program Completion/Impact & Enrollment and Graduation Narrative and Action Plans Comments:	<input type="checkbox"/> Program review data are not provided <input type="checkbox"/> Completion/enrollment data are not analyzed	<input type="checkbox"/> Certificate/minor completion/enrollment numbers are not disaggregated by emphasis area <input type="checkbox"/> Enrollment and graduation analysis is perfunctory <input type="checkbox"/> Plans to increase enrollment and/or graduation numbers are vague	<input type="checkbox"/> Enrollment and graduation (completion) numbers are included and match the IR Workbook data <input type="checkbox"/> Enrollment and completion numbers have been analyzed	<input type="checkbox"/> The certificate/minor has specific plans to increase enrollment and graduation/completion numbers <input type="checkbox"/> The narrative gives a compelling case for the ideal cohort
Additional Comments:			Recommendations: <input type="checkbox"/> Address the categories/items marked 1 and 2 in next year's report <input type="checkbox"/> See the Office of Institutional Effectiveness for assistance <input type="checkbox"/> Keep up the good work	
SACSCOC Standard 8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.			Compliance: <input type="checkbox"/> Compliance with Standard 8.2.a cannot be determined <input type="checkbox"/> Report is compliant with Standard 8.2.a <input type="checkbox"/> Report documents exemplary compliance with Standard 8.2.a	