



Program Review Committee of the Graduate Council
Review of 2022-2023 Assessment Reports

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 Program Review Committee of the Graduate Council reviews a subset of the undergraduate assessment reports each academic year. Throughout twelve meetings in Spring 2024, the following members of the Review Committee evaluated the 2022-2023 assessment reports:

- Matthew Donahue (chair) – School of Mathematics and Natural Sciences
- Ayse Elmada Bas – School of Marketing
- Annabelle Frazier – School of Criminal Justice, Forensic Science and Security
- Caitlyn Herzlinger – School of Performing and Visual Arts
- Hamett Brown – School of Leadership
- Hwanseok Choi – School of Health Professions
- Maria Wallace – Center for STEM Education
- Mariann Taylor – School of Child and Family Sciences
- Monika Gehlawat – School of Humanities
- Patrick Biber – School of Ocean Science and Engineering
- Steven Stelk – School of Finance
- Steven Venette – School of Media and Communication

The following schools were reviewed this term:

- Child and Family Sciences
- Computing Sciences and Computer Engineering
- Criminal Justice, Forensic Science and Security
- Education
- Finance
- Health Professions
- Humanities
- Kinesiology and Nutrition
- Library and Information Science
- Mathematics and Natural Sciences
- Performing and Visual Arts
- Polymer Science and Engineering
- Psychology
- Social Science and Global Studies
- Social Work

The schools that were not reviewed this cycle will be evaluated in academic year 2024-2025 (assessment cycle 2023-2024).

Executive Summary

All programs are required to submit a complete Weave report each year. A submitted report is one that entered data in the Findings field.

A complete report must include Findings, Analysis of Findings, Action Plans, and the *Annual Program and Action Plan Analysis* document, which includes an analysis of action plans and enrollment/graduation data.

The Program Review Committee evaluated* each report for compliance with 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.

*See Appendix A for Evaluation Rubrics.

The following table lists the reviewed Schools, the number of reports required to be submitted by each school, the number of reports that were submitted, and the number of submitted reports that were found to be compliant with SACSCOC Standard 8.2.a at the time of review:

School	Number of Reports Required	Number of Reports Submitted	Number of Compliant Reports
Child and Family Sciences	2	2	1
Computing Sciences and Computer Engineering	2	0	0
Criminal Justice, Forensic Science and Security	1	1	1
Education	11	11	5
Finance	1	1	0
Health Professions	2	1	1
Humanities	5	5	2
Interdisciplinary Studies	1	1	1
Kinesiology and Nutrition	3	3	3
Library and Information Science	3	3	3
Mathematics and Natural Sciences	5	4	0
Performing and Visual Arts	1	1	1
Polymer Science and Engineering	1	0	0
Psychology	2	2	2

Social Sciences and Global Studies	4	4	2
Social Work	1	1	1

Most programs had adequate program descriptions and submitted findings appropriately.

The committee offered the following guidance to several programs:

- Revise the assessment plan (student learning outcomes, measures, and targets) to be clearer.
- Show evidence of continuous improvement through the analysis of findings, development of new, specific action plans, and/or analysis of completed action plans (closing the loop).
- Provide a complete *Annual Program and Action Plan Analysis* document.

To support these programs, the Office of Institutional Effectiveness will:

- Meet with the schools to assist in strengthening program assessment plans.
- Foster communication with program coordinators throughout the academic year.
- Provide a detailed rubric for self-assessment by the program coordinators and schools.

School of Child and Family Sciences

The school was required to submit two graduate-level Weave reports. Of the two reports, one report was found to be compliant with SACSCOC 8.2.a. The **reviewers commend** the program descriptions and the program inventory review analysis. The following is an excerpt from the program inventory review analysis from one report:

The removal of the GRE requirement proved to be a boon to recruitment as our fall 2020 cohort was one of the largest in recent years, with a total of forty students enrolled. Additionally, our 2020 bump in enrollment appears to be reflective of high graduate enrollments across the country during the pandemic. Although our program has experienced significant growth over the last few years, it has remained one of excellence in that the average GPA for this group is 3.4. Students in our program continue to excel with high GPAs, roles as GA and undergraduate instructors, and prestigious practicum placements. One student had the opportunity to complete her practicum under the guidance of a Certified Child Life Specialist at Yale Children's Hospital. Several of our students have joined our CFS MS faculty as adjunct instructors. Additionally, one of our graduates served as a visiting instructor during the most recent academic year. Our program continues to attract students of excellence and has experienced healthy enrollment numbers, with a cohort of 25 students in the fall of 2021 followed by a cohort of 28 in the fall of 2022.

Over the last year or so, nationwide trends indicate a significant decrease in graduate school enrollment. That trend was reflected in our enrollment in the 2023 cohort of 17 students. In order to mitigate the challenges of declining enrollment, which are also evident in our university and our graduate school, I have worked with our School Director, Dr. Pat Sims, and our CFSMS work group to implement proactive strategies. Over the past couple of years, we've worked towards creating three pathways to degree. Those pathways have met university approval and will be implemented with our newest cohort during the fall 2023 semester. These pathways have been planned according to expressed student interest and needs in the job market. Students will take a foundational curriculum and then add directed electives, according to their pathway, which will include: 1) Early Childhood Education; 2) Child Life; and 3) Family Life Education.

The course cap for graduate courses in our School is 24 so one could say that 20-28 is the ideal cohort size. That said, our faculty managed larger classes very well during the pandemic bump in enrollment with the 2020 cohort. Our faculty and CFS MS work group have goals of increasing our enrollment, specifically with our new pathways, so that we have two cohorts each fall of 24-25 students. In addition to our pathways, we have implemented a social media campaign, through Facebook and Instagram, and with newly designed brochures. We have met with the leadership team at the USM Center for Military Veterans, Service Members, and Families, and will work with them over the coming year as we promote our program to military personnel.

To maintain compliance for compliant reports, the following components are needed:

- Reformat the analysis document to provide greater clarity.

To obtain compliance for noncompliant reports, the following components are needed:

- Develop new, detailed action plans.
- Provide a complete *Annual Program and Action Plan Analysis* document.
- Reformat the assessment report and analysis document to provide greater clarity.

School of Computing Sciences and Computer Engineering

The school was required to submit two graduate-level Weave reports. Neither of the reports were submitted. For compliance with SACSCOC Standard 8.2.a., the reports need the findings, analysis of findings, action plans, and the *Annual Program and Action Plan Analysis* document, which includes an analysis of action plans and enrollment/graduation data.

School of Criminal Justice, Forensic Science and Security

The school was required to submit one undergraduate-level Weave report. The report was found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the analysis of findings, the closing the loop section, and the program-level analysis. The following is an excerpt from the closing the loop section of the report:

Action Plan 1.1. “The thesis and Capstone project options for the Master of Science have been retooled so that Master of Science students are offered alternatives to the traditional written thesis. The school feels that inclusion of this alternative option will provide alternatives for professionals pursuing their Master's for whom academically rigorous theses would be unattractive and potentially incompatible with their career pathways. In this manner, more targeted thesis experiences can potentially result in stronger efforts and outcomes.”

Established in Cycle: AY2021-2022

Implementation Status: Completed

Completion Date: August 2023

Analysis: We have re-tooled thesis and capstone project options for the graduate program and have implemented a separate course for student capstone projects. Over AY 2022-2023, student interest in the capstone option was strong, with 3 of 4 (75%) students defending Capstone projects, and not theses, as well as a similar rate of interest in pursuing a capstone among the remaining students. It is noteworthy that currently, capstone projects within our program mimic thesis requirements in many ways, except for writing and data analysis requirements (which exist for thesis, but not capstone). Given student weakness observed in research methods and statistics SLOs (see

above), it is likely that students seek to avoid these requirements by electing a capstone project. It is worthwhile to explore further distinguishing between capstone and thesis options, to encourage students to produce work that truly demonstrates newly-gained competencies in this area.

To maintain compliance, the following components are needed:

- Clarification of the measures and their evaluation instruments.

School of Education

The school was required to submit eleven graduate-level Weave reports. Of the eleven reports, five reports were found in compliance with SACSCOC Standard 8.2.a. The **reviewers commend** the program descriptions and the analysis of findings. The following is an excerpt from the analysis of findings sections of met targets from one report:

While the 100% first attempt passing rate is to be commended, faculty noted many passing scores (N=35) contained marginal passing rates and comments. We have begun to review the rigor of the Comprehensive Examination as well as scenario/question structure. The program aims to create extensive learning opportunities that will optimally benefit supporting a School District's ever evolving dilemmas.

...

The internship data, although exemplary, shows disparity between ratings in EDA 736 (for candidates seeking first administrative license) and EDA 738 for those candidates who already hold administrative credentials. Many of the activities associated with internships are designed to give students broad exposure to typical activities performed by building level and/or district level administrators. Students continue to show the most difficulty around budgetary practices and personnel issues while doing well with instructional support. Experienced administrators perform noticeably higher on personnel than less experienced or entry level administrators. Further differentiation of courses is suggested.

To maintain compliance for compliant reports, the following components are needed:

- Revise the assessment plan to provide greater clarity.
- Revise the finding statements to mirror the language of the targets.
- Provide more data-informed analysis of the findings.
- Remove redundancy from the program-level analysis.
- Include the new *Annual Program and Action Plan Analysis* document.

To obtain compliance for noncompliant reports, the following components are needed:

- Remove course grades and program milestones as measures.
- Revise the assessment plan to provide greater clarity.
- Provide detailed, data-informed analysis of the findings.
- Develop new, detailed action plans.
- Remove redundancy from the program-level analysis.

School of Finance

The school was required to submit one graduate-level Weave report. While the report includes compliant components, the report lacked overall compliance with SACSCOC 8.2.a. The **reviewers commend** the multiple types of measures used. The following is a list of the measures used for the report:

Exam questions, peer evaluation of group projects, presentations, certification programs, and reflections.

For compliance, the following components are needed:

- Revise the report to include more specific descriptions of the program, outcomes, measures, and analysis of findings.
- Develop new, detailed action plans.
- Provide a complete *Annual Program and Action Plan Analysis* document.

School of Health Professions

The school was required to submit two graduate-level Weave reports. Of the two reports, one was found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the targets, findings, and program-level analysis. The following is an excerpt from the findings of one report:

100% (2/2) of students earned a grade of Competent or Proficient on CIP 1.
Location: Hattiesburg
Semester: Spring 2023

To maintain compliance for compliant reports, the following components are needed:

- Include more detail in the program description.
- Provide detailed analyses of the findings.
- Develop new, detailed action plans.

To obtain compliance for noncompliant reports, the following components are needed:

- Develop an assessment plan.
- Complete and submit the assessment report; provide the findings, analysis of findings, new action plans, and a complete *Annual Program and Action Plan Analysis* document.

School of Humanities

The school was required to submit five graduate-level Weave reports. Of the five reports, two reports were found in compliance with SACSCOC Standard 8.2.a. The **reviewers commend** the program descriptions and the analysis of findings. The following is an excerpt from the analysis of findings from one report:

While it doesn't happen often, when a student fails his/her orals, it is a reminder that committee members need to work closely with doctoral students as they prepare for comps to ensure that they are ready for both the written and oral portions of the exam.

To maintain compliance for compliant reports, the following components are needed:

- Revise the finding statements to mirror the language of the targets.
- Provide more detail in the action plans.
- Including a complete *Annual Program and Action Plan Analysis* document.

To obtain compliance for noncompliant reports, the following components are needed:

- Clarification of the measures and their evaluation instruments.
- Providing sample sizes for the findings.
- Developing new and detailed action plans.
- Including a complete *Annual Program and Action Plan Analysis* document.

School of Interdisciplinary Studies

This school was required to submit two graduate-level Weave reports; these reports are to be reviewed in AY 2024-2025. In error, one of the reports was reviewed this cycle. The report was found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the program description and closing the loop statement. The following is an excerpt from the terminated action plans of the closing the loop statement:

We had two program-level action plans that we have tabled for the time being:

1. One was to expand access to the certificate program to students not already enrolled in a masters or PhD program. However, due to financial aid issues (not available for certificates), the project is on hold. We are still looking at the possibility of doing stackable badges which would be less expensive in the short term for students than a three-hour course. We are also considering non-credit options. Both of these options are dependent on decisions made by the administration over the next few years.
2. The second action plan was to review course scheduling. Currently, NPS 507 is taught in the fall and SCO 505 and NPS 506 are taught in the spring. We had considered moving SOC 505 to the fall semester as it is the foundation course. However, this does not fit with the instructor's school director schedule and students do not seem to be negatively affected, so we are tabling this action plan.

To maintain compliance, the following components are needed:

- Revise the assessment plan to remove redundancy.
- A detailed analysis of findings.
- Including a complete *Annual Program and Action Plan Analysis* document.

School of Kinesiology and Nutrition

The school was required to submit three graduate-level Weave reports. All three reports were found to be compliant SACSCOC Standard 8.2.a. The **reviewers commend** the action plans and closing the loop statements. The following is an excerpt from the closing the loop statement of one report:

The Coaching and Sport Performance MS degree had one action plan listed for the 2022-2023 academic year associated with the technical skills assignment in KIN 675: Advanced Coaching Methodology. During the 2021-2022 academic year, the 80% metric was not achieved on the technical skills assignment therefore, the Coaching and Sport Performance MS faculty developed a common mistakes sheet to accompany that technical skills assignment to help students get a better understanding of what the expectations were. With the inclusion of this common mistakes sheet, improvements were seen in the technical skills assignment. During the 2022-2023 academic year in KIN 675: Advanced Coaching Methodology, 90% of students scored an 80% or better on the technical skills assignment. The action plan was successful and has been moved out of the implementation phase and listed as completed.

To maintain compliance, the following components are needed:

- Provide greater detail for the program descriptions, student learning outcomes, and measures.
- Include analysis of findings that examine student performance.
- Include the new *Annual Program and Action Plan Analysis* document.

School of Library and Information Science

The school was required to submit three undergraduate-level Weave reports. All reports were found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the program descriptions and action plans. The following is an excerpt from the current action plans from one report:

Action plan: For 1.4.1.1, LIS 651 will be moved to an elective recommended for students on the academic library track. The bibliometric paper measure will be updated for AY 23-24. For 1.4.2.1, the overall target percentage will be lowered to 90% moving forward as this will align with the other targets and because the rigor has been increased for the paper.

Update: Action Plan 2 addressing the curricular shortcomings is still in progress. Low enrolled elective courses are on schedule to be offered every other year and faculty are preparing content for the courses that have not been offered in the last 2-3 academic years. For Spring 23, LIS 545 and LIS 631 were reintroduced. Content is being developed for other elective courses that will be reintroduced per the tentative schedule set in AY 21-22.

To maintain compliance, the following components are needed:

- Include analysis of findings that examine student performance.
- Developing new, detailed action plans.
- Providing more detailed analysis of the former action plans (closing the loop section).

- Providing detailed analysis of the program (program-level analysis) and program inventory data.

School of Mathematics and Natural Sciences

The school was required to submit five graduate-level Weave reports. Of the five reports, four were submitted. While all submitted reports contain compliant components, none of the reports were found to be in compliance with SACSCOC Standard 8.2.a. The **reviewers commend** the program-level analysis. The following is an excerpt from the program-level analysis of one report:

Students performed well (i.e., met targets) for all measures that were assessed this cycle. Difficulties tend to lie with the faculty, notably in two areas: (1) scheduling of comprehensives was delayed and (2) collection of assessment data is haphazard. Issue (1) is a relatively easy fix; issue (2) requires better cooperation among faculty and is a problem that has persisted for many years.

For compliance, the following components are needed:

- Provide additional details in the program descriptions, measures, findings, and analysis of findings.
- Revise the student learning outcomes for greater clarity.
- Develop new, detailed action plans.
- Including a complete *Annual Program and Action Plan Analysis* document.

School of Performing and Visual Arts

The school was required to submit one graduate-level Weave report; the report was found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the program description, student learning outcomes, and action plans. The following is an excerpt from the student learning outcomes of one report:

SLO 3: Students will demonstrate the highest professionalism standards of excellence in regularly performing, directing, or designing theatre program productions.

To maintain compliance, the following components are needed:

- Revise the measures and targets for greater clarity.
- Provide findings for the measures that were not reported this year.
- Include analysis of findings sections that examine the findings.
- Provide a detailed closing the loop statement in the next report.

School of Polymer Science and Engineering

The school was required to submit one graduate-level Weave report; the report was not submitted. For compliance with SACSCOC Standard 8.2.a., the report needs the findings, analysis of findings, action plans, and the *Annual Program and Action Plan Analysis* document, which includes an analysis of action plans and enrollment/graduation data.

School of Psychology

The school was required to submit two graduate-level Weave reports. Both reports were found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the action plans and program inventory analysis. The following is an excerpt from the enrollment and graduation narrative of one report:

Based on our current resources (i.e., faculty, course offerings/capacities, available graduate assistantships) and the number of community sites suitable for placing our students, we believe that our current cohort size of 15 is the ideal cohort size for the program. The greater Hattiesburg area has a limited number of mental health agencies suitable for our students' clinical training (i.e., sites willing and able to provide quality supervision that meets the requirements necessary for accreditation and licensure). While this is not the only barrier to increasing our cohort size beyond 15, it is an important one. Fortunately, we believe we can continue to provide quality training and meet our graduation goal with cohorts of 15.

To maintain compliance, the following components are needed:

- Include greater detail in the student learning outcomes and measures.
- Further analyze the findings.
- Provide a closing the loop statement.

School of Social Science and Global Studies

The school was required to submit four graduate-level Weave reports. While all reports had compliant components, of the four reports, two reports were found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the program descriptions and assessment plans. The following is an excerpt from the program description of one report:

The Teaching of English to Speakers of Other Languages (TESOL) Graduate Certificate is a 12-hour certificate that students can obtain outside of the Master of Arts in Teaching Languages (MATL) degree. Currently, enrolled MATL graduate students may also apply for the certificate retroactively. The TESOL certificate allows students to become familiar with content that is applicable to EFL (English as a Foreign Language) contexts and assists in job placement through understanding the components of writing a teaching philosophy and demonstrating that they can put theory to practice. The certificate is primarily used for students seeking a job outside of the United States. All certificate applicants must complete a final assessment which includes two direct measures: 1) a statement on their philosophy of teaching and 2) one artifact (e.g., lesson plan, chapter enhancement, assessment, etc.) with a rationale demonstrating their ability to connect TESOL course content with their practice.

Mode-of-delivery: Face-to-face, Online
Location: Hattiesburg

To maintain compliance for compliant reports, the following components are needed:

- Revise the measures to provide greater clarity.
- Separate the findings by semester(s) and mode of delivery.
- Provide detailed analysis of findings sections.
- Provide a closing the loop section in the next report.

To obtain compliance for noncompliant reports, the following components are needed:

- Separating the findings by location and semester(s).
- Providing detailed analyses in the analysis of findings, program-level analysis, and enrollment and graduation narrative.
- Develop new, detailed action plans.
- Include the new *Annual Program and Action Plan Analysis* document.

School of Social Work

The school was required to submit one graduate-level Weave report. The report was found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the program description, student learning outcomes, measures, and action plans. The following is an excerpt from the measures of the report:

Field Instructor's Assessment of Student Performance II (FIASP II): Item #1, 2 (Direct Measure)

Items 1 & 2 of the Field Instructor's Assessment of Student Performance II (FIASP II) are used to assess SLO1. During the field education placement, field instructors are able to evaluate students' demonstration of student learning outcomes. The field instructor completes the assessment from utilizing a 10-point Likert-type rating scale (1/2 Not achieved; 3/4 Minimally achieved; 5/6 Moderately achieved; 7/8 Achieved; 9/10 Highly achieved.) The form includes a detailed description of the characteristics of each level of performance. A copy of the FIASP II is attached to this report (see "Field Instructor Assessment of Student Performance II").

To maintain compliance, the following components are needed:

- Include the new *Annual Program and Action Plan Analysis* document.

Appendix A

Weave Cycle 2022-2023 Certificate & Minor Academic Assessment Report Evaluation Rubric

Certificate/Minor:

Weave Report				
	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
Program Description Comments:	<input type="checkbox"/> Description not entered	<input type="checkbox"/> Description does not provide 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 certificate/minor	<input type="checkbox"/> Hours required are included <input type="checkbox"/> Lists the careers and/or opportunities that student may obtain after completing the certificate/minor
Assessment Plan (Student Learning Outcomes, Measures, Targets) Comments:	<input type="checkbox"/> Less than 2 SLOs <input type="checkbox"/> Less than 1 measures per outcome <input type="checkbox"/> 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 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"/> 2 SLOs minimum; all are student learning outcomes <input type="checkbox"/> 1 appropriate direct measures per outcome <input type="checkbox"/> Measure instrument and evaluation method are clear <input type="checkbox"/> Numerical targets are set; target is appropriate <input type="checkbox"/> 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
Findings (May be found in Findings or Analysis of Findings sections) Comments:	<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 <input type="checkbox"/> Findings are disaggregated within the analysis and disaggregation adds further value
Analysis of Findings (in Weave report) Comments:	<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 <input type="checkbox"/> Analysis includes comparison of data between semesters or

			<input type="checkbox"/> Majority of the findings have a corresponding analysis statement in Weave <input type="checkbox"/> Areas for improvement/change are briefly mentioned	location and explains why differences may have occurred
Action Plans – New/Current (in report or analysis document) Comments:	<input type="checkbox"/> No new or current action plans	<input type="checkbox"/> New/current action plans are perfunctory	<input type="checkbox"/> Action plans are present and 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 – Previous/Closing the Loop (in report or analysis document) Comments:	<input type="checkbox"/> Action plans not updated (old action plans still in “planned” stage)	<input type="checkbox"/> Previous/completed action plans are updated but no context is given <input type="checkbox"/> Previous action plan analysis is perfunctory	<input type="checkbox"/> Completed action plans are marked as completed <input type="checkbox"/> Completed action plans are discussed in the Closing the Loop narrative section (analysis document) <input type="checkbox"/> Discontinued action plans are marked appropriately	<input type="checkbox"/> Completed action plans are examined (using data) to determine if the action(s) led to improvement of student learning
Annual Program and Action Plan Analysis Document				
	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
Program-level Analysis Comments:	<input type="checkbox"/> No program analysis provided	<input type="checkbox"/> Program-level analysis is perfunctory	<input type="checkbox"/> Analysis evaluates the certificate/minor as a whole	<input type="checkbox"/> Overall program analysis provides additional context
Program Inventory Review Comments:	<input type="checkbox"/> Program review data is not provided	<input type="checkbox"/> Enrollment and graduation (completion) analysis is perfunctory <input type="checkbox"/> Plans to increase enrollment and/or graduation (completion) numbers are vague	<input type="checkbox"/> Enrollment and graduation (completion) numbers have been analyzed	<input type="checkbox"/> The program has specific plans to increase enrollment and graduation (completion) numbers
Additional Comments:		Recommendations: <ul style="list-style-type: none"> <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:

- Compliance with Standard 8.2.a cannot be determined
- Report is compliant with Standard 8.2.a
- Report is exemplary compliant with Standard 8.2.a

Weave Cycle 2022-2023 Program-level Academic Assessment Report Evaluation Rubric

Program (Emphasis) Degree:

Weave Report				
	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
Program Description Comments:	<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
Assessment Plan (Student Learning Outcomes, Measures, Targets) Comments:	<input type="checkbox"/> Less than 4 SLOs <input type="checkbox"/> Less than 2 measures per outcome <input type="checkbox"/> 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"/> 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
Findings (May be found in Findings or Analysis of Findings sections) Comments:	<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 <input type="checkbox"/> Findings are disaggregated within the analysis and disaggregation adds further value
Analysis of Findings (in Weave report)	<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
Action Plans – New/Current (in report or analysis document)	<input type="checkbox"/> No new or current action plans	<input type="checkbox"/> New/current action plans are perfunctory	<input type="checkbox"/> Action plans are present and 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 – Previous/Closing the Loop (in report or analysis document)	<input type="checkbox"/> Action plans not updated (old action plans still in “planned” stage)	<input type="checkbox"/> Previous/completed action plans are updated but no context is given <input type="checkbox"/> Previous action plan analysis is perfunctory	<input type="checkbox"/> Completed action plans are marked as completed <input type="checkbox"/> Completed action plans are discussed <input type="checkbox"/> Discontinued action plans are marked appropriately, if applicable	<input type="checkbox"/> Completed action plans are examined (using data) to determine if the action(s) led to improvement of student learning
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Annual Program and Action Plan Analysis Document

	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
Program-level Analysis	<input type="checkbox"/> No program analysis provided	<input type="checkbox"/> Program-level analysis is perfunctory	<input type="checkbox"/> Analysis evaluates the program as a whole	<input type="checkbox"/> Overall program analysis provides additional context
Program Inventory Review	<input type="checkbox"/> Program review data is not provided	<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 have been analyzed <input type="checkbox"/> Each emphasis area is accounted for	<input type="checkbox"/> The program has specific plans to increase enrollment and graduation numbers

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

<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> <ul style="list-style-type: none"><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
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