



THE UNIVERSITY OF
SOUTHERN
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Program Review Committee of the Undergraduate Council
Review of 2022-2023 Assessment Reports

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

- Rachel Lahasky (chair) – School of Social Work
- Dustin Odom – School of Management
- Elizabeth Tinnon – School of Professional Nursing Practice
- Jacqueline McIlwain – School of Music
- Julie Pigza – School of Mathematics and Natural Sciences
- Peter Rogers – School of Construction and Design
- Philip Carlan – School of Criminal Justice, Forensic Science, and Security
- Matthew Ward – School of Social Sciences and Global Studies

The following schools were reviewed this term:

- Biological, Environmental, and Earth Sciences
- Coastal Resilience
- Finance
- Humanities
- Interdisciplinary Studies
- Leadership
- Mathematics and Natural Sciences
- Music
- Ocean Science and Engineering
- Polymer Science and Engineering
- Professional Nursing Practice
- Psychology
- Speech and Hearing Sciences

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
Biological, Environmental, and Earth Sciences	6	5	0
Finance	3	3	0
Humanities	4	4	4
Interdisciplinary Studies	12	11	9
Leadership	3	3	2
Mathematics and Natural Sciences	4	3	0
Music	6	1	1
Ocean Science and Engineering	5	5	2
Polymer Science and Engineering	2	0	0
Professional Nursing Practice	3	2	1
Psychology	1	1	1
Speech and Hearing Sciences	1	1	0
Total	50	37	21
<i>As a new school, Coastal Resilience was required to submit assessment plans for review. The committee reviewed the plan components and provided feedback.</i>			

Most programs had adequate program descriptions and submitted findings appropriately.

The committee offered the following guidance to several programs:

- Reword student learning outcomes and measures.
- Provide a detailed analysis of the findings.
- Provide new, specific action plans.
- 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 Biological, Environmental, and Earth Sciences

Of the six required undergraduate-level Weave reports, four were submitted. While the reports that were submitted included compliant components, all the submitted reports lacked overall compliance with SACSCOC 8.2.a. The **reviewers commend** the program descriptions. The following is an excerpt from the program description of one report:

The Bachelor of Science degree in Biological Sciences (Licensure) is designed to provide an undergraduate education that prepares the student to pursue teaching in secondary education, a professional post-baccalaureate degree, and/or to enter the workforce with skills necessary for lifelong professional achievement. This includes having an understanding of the scientific process, a broad-based knowledge of biology, the skills necessary for employment and professional/graduate education, and technical skills consistent with a major in Biological Sciences (Licensure).

Mode-of-delivery: Face-to-face

Location: Hattiesburg, Gulf Park

For compliance, the following components are needed:

- Submission of assessment reports for all undergraduate programs.
- Provide an analysis of the findings.
- Implement new action plans.
- Include the *Annual Program and Action Plan Analysis* document.

School of Coastal Resilience

The School of Coastal Resilience is a new school that was required to submit two assessment plans this academic year. The components of the *plans* were reviewed, and the reports were commended for the program descriptions. The following is an excerpt from the program description of one report:

Sustainability Sciences (Coastal Systems Dynamics) is a B.S. degree program in support of the three pillars of the Coastal Vision: Understanding the Ocean and Coasts, Improving Coastal Resilience, and Supporting the Blue Economy.

The program addresses topics critical to the human habitation of coastal zones well into the next century. Through research, applications, community interactions and teaching, the Coastal System Dynamics focus will:

1. Address topics of local, regional, and international importance;
2. Leverage our coastal location, expertise, and community partnerships;
3. Create programmatic and research innovation;
4. Grow enrollment by attracting students from around the nation and world;
5. Increase external fundings;
6. Develop faculty research and scholarly productivity; and
7. Raise the University's national/international visibility and standing.

Mode-of-delivery: Face-to-Face

Location: Gulf Park

Full reports are expected next academic year. For compliance, the following suggestions were given:

- Reformat the learning outcomes, measures, and targets.

School of Finance

The school was required to submit three undergraduate-level Weave reports. While the reports that were submitted included compliant components, all the submitted reports lacked overall compliance with SACSCOC 8.2.a. The **reviewers commend** the program descriptions and findings. The following is an excerpt from the findings of one report:

Fall 2022: 6/8 (75%) students correctly answered the question.

Spring 2023: 26/29 (90%) students correctly answered the question.

For compliance, the following components are needed:

- Provide more detail for the outcomes and measures.
- Provide more detail for the analysis of findings.
- Implement new action plans.

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

School of Humanities

The school was required to submit four undergraduate-level Weave reports; all reports were in compliance with SACSCOC Standard 8.2.a. The **reviewers commend** the assessment plans, findings, and analysis of findings. The following is an excerpt from the analysis of findings from one report:

While the combined scores for each class exceeded the new scaffolded targets, it is notable that ENG 400 students on both campuses scored lower than the corresponding students in ENG 340 in scores for Thesis and Argument. This may be explained by the fact that students taking ENG 400 in 2022-23 likely took foundational courses (such as ENG 203 and ENG 340) in unfamiliar modalities (e.g., online) and in difficult circumstances during the Covid-19 pandemic. Their development of foundational skills in the English major may thus have been affected. This disparity will be addressed in future action plans to strengthen and align pedagogical practices across sections of both ENG 340 and 400 on both campuses.

To maintain compliance, the following components are needed:

- Providing a licensure specific outcome, when applicable.
- Rewording some student learning outcomes.
- Providing rubrics for the measures as examples.
- Providing detailed closing the loop sections.

School of Interdisciplinary Studies

Of the twelve required undergraduate-level Weave reports, ten were submitted. Of the submitted reports, nine were found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the program descriptions, assessment plans, and findings. The following is an excerpt from one report's assessment plan:

Outcome: Students will locate, use, evaluate, and synthesize information related to professional career goals.

Measure: Professional Portfolio. In BLS 402: Liberal Studies Capstone, students create a professional and personal plan for the future to demonstrate the ability to locate, use, evaluate, and synthesize information related to professional career goals. While the portfolio demonstrates information literacy in several tasks, including a cover letter/resume assignment and a 3-4 page career outlook and reflection essay, the outlook and reflection essay is the document most carefully evaluated. The Career Outlook and Reflection Rubric (attached) is used to assess this measure.

Target: 70% of students will earn 70% or higher on the professional portfolio.

For full compliance, the following components are needed:

- Submission of assessment reports for all undergraduate programs.
- Providing more detail for the measures, analysis of findings, and action plans.
- Including enrollment data and analysis for minors.
- Closing the loop on previous action plans.

School of Leadership

The school was required to submit three undergraduate-level Weave reports. Of the three reports, two reports were found in compliance with SACSCOC Standard 8.2.a. The **reviewers commend** the student learning outcomes and the findings of the reports. The following is an excerpt from the student learning findings from one report:

87.32% (62/71); online Spring 2023 semester) received an overall rubric score of 80 or greater.

For full compliance, the following components are needed:

- Providing more detail for the measures and analysis of findings.
- Developing new, detailed action plans.
- Including a complete *Annual Program and Action Plan Analysis* document.

School of Mathematics and Natural Sciences

Of the four required undergraduate-level Weave reports, three were submitted. Of the submitted reports, one was found to be compliant with SACSCOC Standard 8.2.a. The **reviewers commend** the program descriptions and findings. The following is an excerpt from the findings of one report:

100% (3 of 3) of 2022-2023 graduating students who responded to this survey question scored a 2 or better on a scale to 1 to 5 on question 9 (breadth and interconnections).

For full compliance, the following components are needed:

- Submission of assessment reports for all undergraduate programs.
- Providing more detail for the measures, analysis of findings, and action plans.
- Closing the loop on previous action plans.
- Including the *Annual Program and Action Plan Analysis* document.

School of Music

Of the six required undergraduate-level Weave reports, one was submitted. The one submitted report was found in compliance with SACSCOC Standard 8.2.a. The **reviewers commend** the assessment plan and analysis of findings. The following is an excerpt from the analysis of findings of one report:

The level of experience of jazz studies majors in the program varies with some students having had private instruction in the jazz idiom prior to collegiate work and others having not had such instruction prior to entering the program. Further, some jazz studies majors are able to receive passing level grades in the class, but don't always work on developing their skills during the interim periods between school years and require some further instruction to improve their mastery of the material covered in the improvisation curriculum.

For full compliance, the following components are needed:

- Submission of assessment reports for all undergraduate programs.
- Ensuring course grades are not used as measures.
- Including sample sizes and indicating semesters for the findings.
- Including the *Annual Program and Action Plan Analysis* document.

School of Ocean Science and Engineering

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

Weaknesses in student achievement are concentrated in STEM (SLO1) and communication (SLO3). The program is actively pursuing to improve the quality and consistency of courses where student feedback has indicated need for improvement.

The program has taken on the teaching of MAR431, Ocean Instrumentation, and has tweaked the content towards an engineering audience. We are planning to replace this course with a dedicated engineering design class. The program is in the process of establishing a new course that applies content from previous computer programming, CAD design, and electronic classes to the design of complex engineering systems for the ocean environment (OE 331 – Design of Ocean Instrumentation). The idea is to reinforce previously learned class material and allow students to master the subjects.

For full compliance, the following components are needed:

- Meeting with the Office of Institutional Effectiveness to develop an assessment plan.
- Developing formal, detailed action plans.
- Including the *Annual Program and Action Plan Analysis* document.

School of Polymer Science and Engineering

The school was required to submit two undergraduate-level Weave reports. Neither of the reports were submitted. The **reviewers commend** the program description and assessment plan. The following is an excerpt from the assessment plan of one report:

Outcome: Students will demonstrate an understanding of professional and ethical responsibility.

Measure: Senior Comprehensive Exam. Students will recognize ethical responsibility as it relates to reporting data. Senior comprehensive exam question: “When reporting and analyzing data, when is it OK to remove data from a data set?”

Target: 80% of students will recognize ethical data reporting practices by selecting the correct response on the exam.

For compliance, the following components are needed:

- Submission of assessment reports for all undergraduate programs.
- Developing new action plans.
- Including the *Annual Program and Action Plan Analysis* document.
- Providing the findings and analysis of findings.

School of Professional Nursing Practice

Of the three required undergraduate-level Weave reports, two were submitted. Of the two submitted reports, one was found to be in compliance with SACSCOC Standard 8.2.a. The **reviewers commend** the program descriptions, measures, and action plans. The following is an excerpt from the measures of one report:

Professional Nursing Ethics and Critical Thinking Module 1 Written Assignment

The purpose of the “Professional Nursing Ethics and Critical Thinking Module 1” written assignment is to provide students with opportunities to develop critical thinking skills through scholarly readings, debates, case studies resolution and clinical examples to promote discussion about decision making and provide research evidence that supports those decisions. The Module 1 focus is on duty to patient, breach of that duty, injury to the patient, and causal relationship between breach of duty and patient injury. See “N434. Ethical Legal Issues Grading Rubric F20” attached below.

For full compliance, the following components are needed:

- Submission of assessment reports for all undergraduate programs.
- Meeting with the Office of Institutional Effectiveness to develop an assessment plan.
- Removing course grades as measures.
- Providing more detail for the analysis of findings.

School of Psychology

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 program description, assessment plan, and findings. The following is an excerpt from the findings of the report:

Hattiesburg: 89% (109/122) students met this target during the 2022-2023 academic year.

Gulf Park: 94% (34/36) students met this target during the 2022-2023 academic year.

To maintain compliance, the following components are needed:

- Developing new action plans for the next year.
- Providing a closing the loop analysis of former action plans.

School of Speech and Hearing Sciences

The school was required to submit one undergraduate-level Weave report. Based on SACSCOC Standard 8.2.a, the report was not compliant. The **reviewers commend** the program description. The following is an excerpt from the program description:

The purpose of the Speech Pathology and Audiology BA program is to provide a pre-professional foundation of the knowledge and skills necessary for students to pursue advanced study in the field of communication disorders. The program strives to fulfill the College of Nursing and Health Professions' mission of being an engaged interdisciplinary community of diverse students, faculty, and external partners dedicated to excellence in research, training, and service. Through innovative and evidence-based practices, the College creates an education environment that supports and prepares students to become highly qualified professionals to improve health at the local, state, national, and global levels.

For compliance, the following components are needed:

- Providing more detail in the analysis of findings sections.
- Developing the assessment plan to include additional student learning outcomes.
- Providing more detailed action plans.

Appendix A

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

Program (Emphasis) Degree:

Instructions: Complete the following rubric. Mark each statement that applies and give a score for each row.

For rows 1,2, and 3, always rank the row based on the lowest number column items selected. For example, if items in 1 and 2 are selected, the row score will be a 1. If items in 2 and 3 are selected, the row score will be a 2. A row with items selected in only columns 3 and 4 may be scored as 3 or 4, at the discretion of the reviewer.

	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
Program Description Score: 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) Score: 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"/> 4+ strong SLOs <i>(examples can be found in the Assessment Showcases on the IE website)</i> <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) Score: 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"/> No indication of which semester(s) findings 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 <input type="checkbox"/> Findings are separated by semester and/or include semesters 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 by additional metrics which add value

Analysis of Findings (in Weave report or supplemental document) Score: Comments:	<input type="checkbox"/> No findings have been analyzed	<input type="checkbox"/> Analysis is present but does not examine data/findings <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 an analysis <input type="checkbox"/> Analysis evaluates the program as a whole (supplemental document) <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"/> Overall program analysis provides additional context
Action Plans – New (in report or supplemental document) Score: 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"/> New action plans are based on the analysis of the findings (analysis of data presented in report)
Action Plans – Previous (in report or supplemental document) Score: Comments:	<input type="checkbox"/> Action plans not updated (old action plans still in “planned” stage)	<input type="checkbox"/> Previous action plans are updated but no context is given	<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"/> Ongoing or discontinued action plans are marked appropriately	<input type="checkbox"/> Completed action plans are examined (using data) to determine of the action(s) led to improvement of student learning <input type="checkbox"/> Ongoing action plans are discussed
Analysis Document Score: Comments:	<input type="checkbox"/> There is no analysis document included	<input type="checkbox"/> An analysis document is included but there are blank/missing sections	<input type="checkbox"/> All sections of the analysis document have been completed <input type="checkbox"/> Enrollment and graduation numbers have been analyzed	<input type="checkbox"/> Analysis document includes information not found in other areas of the report <input type="checkbox"/> The program has specific plans to increase enrollment and graduation
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		
Program Objective: <ul style="list-style-type: none"> Is the Program Objective related to enrollment or graduation? <input type="checkbox"/> Yes <input type="checkbox"/> No If No, what is the focus/topic of the Program Objective? Does the Program Objective include information not found in other sections of the report or additional document (analysis document)? <input type="checkbox"/> Yes <input type="checkbox"/> No 				

- Does the Program Objective provide additional insight into student achievement? ☐ Yes ☐ No

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:

- ☐ Report is not in compliance with Standard 8.2.a
- ☐ Report is compliant with Standard 8.2.a
- ☐ Report documents exemplary compliance with Standard 8.2.a

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

Certificate/Minor:

Instructions: Complete the following rubric. Mark each statement that applies and give a score for each row.

For rows 1,2, and 3, always rank the row based on the lowest number column items selected. For example, if items in 1 and 2 are selected, the row score will be a 1. If items in 2 and 3 are selected, the row score will be a 2. A row with items selected in only columns 3 and 4 may be scored as 3 or 4, at the discretion of the reviewer.

	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
Program Description Score: 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) Score: 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"/> 2+ strong SLOs <i>(examples can be found in the Assessment Showcases on the IE website)</i> <input type="checkbox"/> Multiple types of measures are used <input type="checkbox"/> Additional measures which add value are used
Findings Score: 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"/> No indication of which semester(s) findings 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 <input type="checkbox"/> Findings are separated by semester and/or include semesters 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 separated by additional metrics which add value
Analysis of Findings (in Weave report or supplemental document)	<input type="checkbox"/> No findings have been analyzed	<input type="checkbox"/> Analysis is present but does not examine data/findings	<input type="checkbox"/> Analysis examines why students did or did not meet the target	<input type="checkbox"/> Analysis includes comparison to previous years’ data

Score: Comments:		<input type="checkbox"/> Analysis restates information already provided <input type="checkbox"/> Analysis is perfunctory	<input type="checkbox"/> Majority of the findings have an analysis <input type="checkbox"/> Analysis evaluates the certificate/minor as a whole (supplemental document) <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"/> Overall certificate/minor analysis provides additional context
Action Plans – New <i>(in report or supplemental document)</i> Score: 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"/> New action plans are based on the analysis of the findings (analysis of data presented in report)
Action Plans – Previous <i>(in report or supplemental document)</i> Score: Comments:	<input type="checkbox"/> Action plans not updated (old action plans still in “planned” stage)	<input type="checkbox"/> Previous action plans are updated but no context is given	<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"/> Ongoing or discontinued action plans are marked appropriately	<input type="checkbox"/> Completed action plans are examined (using data) to determine of the action(s) led to improvement of student learning <input type="checkbox"/> Ongoing action plans are discussed
Analysis Document Score: Comments:	<input type="checkbox"/> There is no analysis document included	<input type="checkbox"/> An analysis document is included but there are blank/missing sections	<input type="checkbox"/> All sections of the analysis document have been completed <input type="checkbox"/> Enrollment and completion numbers have been analyzed	<input type="checkbox"/> Analysis document includes information not found in other areas of the report <input type="checkbox"/> There are specific plans to increase enrollment and completion of the certificate/minor
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"/> Report is not in compliance with Standard 8.2.a <input type="checkbox"/> Report is compliant with Standard 8.2.a <input type="checkbox"/> Report is exemplary compliant with Standard 8.2.a		