



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI®

Program Review Committee of the Undergraduate Council
2024-2025 Summary

Membership

The following faculty were members of the Program Review Committee:

- Rachel Lahasky (Chair) - School of Social Work
- Philip Carlan – School of Criminal Justice, Forensic Science, and Security
- Jacob Esplin – School of Child and Family Studies
- Amanda Mathews – School of Speech and Hearing Sciences
- Chao Meng – School of Marketing
- Dustin Odom – School of Management
- Julie Pigza – School of Mathematics and Natural Sciences
- Peter Rogers – School of Construction and Design
- Felix Twum – School of Health Professions
- Matthew Ward – School of Social Sciences and Global Studies

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 charge of the Program Review Committee is to review undergraduate program-level assessment reports. Annually, the committee reviews a subset of the assessment reports. This academic year, in preparation for the decennial SACSCOC Reaffirmation Report, the committee reviewed the undergraduate reports that will be showcased in the Reaffirmation Report. In Fall 2024, the committee met 10 times to review 28 reports; the programs that were reviewed are listed below:

- Accounting BSBA*
- Anthropology BA
- Architectural Engineering Technology BS
- Biological Sciences BS
- Chemistry BS
- Child and Family Sciences (Child Development) BS*
- Computer Engineering BS
- Criminal Justice BA*
- Dance BFA*
- Disability Studies Minor

- Elementary Education BS
- Finance BSBA
- Forensics BS*
- History BA
- Library and Information Science BS
- Management BSBA
- Marketing BSBA*
- Media and Entertainment Arts (Film) BA
- Music (Jazz Studies) BM
- Nonprofit Studies Minor
- Nursing (RN-BSN) BSN
- Polymer Science and Engineering BS*
- Professional Selling Undergraduate Certificate
- Psychology BS*
- Public Health BS
- Social Work BSW
- Sociology BS
- Supply Chain Management Undergraduate Certificate

*Exemplary report as deemed by the Program Review Committee

The Committee utilized the *Weave Cycle 2023-2024 Program-level Academic Assessment Report Evaluation Rubric* (Appendix A) and the *Weave Cycle 2023-2024 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; the reviewers commended the reports that were clear and concise yet provided insight into the program, the reports that distinguished data and analysis by campus, reports that used data to interpret the impact of action plans, and reports that used a variety of measures across the program's curriculum.

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
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"/> 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
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
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 <input type="checkbox"/> Findings are disaggregated within the analysis and disaggregation adds further value
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	

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 Inventory Review Comments:	<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
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		

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
Program Description Comments:	<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
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"/> 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
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

<i>Analysis of Findings (in Weave report)</i> 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"/> 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

	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
<i>Action Plans in Weave Report</i> 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.
<i>Additional Action Plans related to SLOs/Program Curriculum</i> 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.
<i>Action Plans Completed this Cycle (AY 2023-2024)</i> 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	
<i>Closing the Loop Narrative</i> 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	
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 Inventory Review 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	