



THE UNIVERSITY OF  
**SOUTHERN**  
**MISSISSIPPI®**

**Program Review Committee of the Undergraduate Council**  
**2025-2026 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 Human Development and Family Science
- Amanda Mathews – School of Speech and Hearing Sciences
- Jackie McIlwain – School of Music
- Chao Meng – School of Marketing
- Dustin Odom – School of Management
- Peter Rogers – School of Construction and Design
- Kayla Stan – School of Biological, Environmental, and Earth Sciences
- Felix Twum – School of Health Professions

## **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 on-site visit, the committee reviewed the undergraduate reports that may be showcased as additional evidence during the on-site review. In Fall 2025, the committee met five times to review 16 reports; the programs that were reviewed are listed below:

- Anthropology BA
- Applied Economics BS
- Casino Resort Management and Marketing Certificate
- Human Rights Minor
- Industrial Engineering Technology BS
- Industrial Engineering Technology (Logistics) BS
- Interdisciplinary Studies BIS
- Kinesiology (Exercise Science) BS
- Liberal Studies BLS
- Marine Biology BS

- Media and Entertainment Arts BS
- Nutrition and Dietetics (Didactic Program in Dietetics) BS
- Ocean Engineering BS
- Strategic Communication BA
- Uncrewed Maritime Systems Certificate
- Uncrewed Maritime Systems Operator Certificate

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

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

### **Applied Economics BS - Action Plan**

**Title:** Data Analysis and Research Skills Measures

**Affiliated Outcome:** SLO 2: Use of Economic Data and SLO 4: Research Skills

**Due Date:** 5/17/2026

**Status:** In Progress

**Description:** The Applied Economics program added the laboratory hours to ECO 450 to prepare students better for Data Analysis. The first-time students were enrolled in the 4-hour Econometrics course was Spring 24. ECO 450 prepares students for data analysis and teaches them Econometric models that would endow them with research skills they use in Capstone course. We expect better results in Data Analysis and Research Skills sections of the Capstone rubric in the coming years. We also require students to take ECO 450 before they take 493.

### **Kinesiology (Exercise Science) BS - Action Plan**

**Action Plan:** KIN-421 Motor Learning and Control

**Established in Cycle** 2024-2025

**Implementation Status:** Completed.

**Projected Completion Date:** Spring 2025

**Responsible Individual/Group:** Nuno Oliveira/Exercise Science faculty

**Target:** 70% will attain a minimum 70% mastery level or higher on the KIN 421: Motor Learning and Control cumulative final.

**Finding:** Fall 2023 (Hattiesburg): 43/62 (69%) of students scored 70% or greater on the

KIN 421 cumulative final. Spring 2024 (Hattiesburg): 35/53 (66%) of students scored 70% or greater on the KIN 421 cumulative final.

**Action plan:** To address the lower scores observed for the Fall and Spring, the following action plan was developed:

1. Improve student engagement during class. This may be achieved by providing specific periods for in class survey style quizzes (hand up) for class questions.
2. Identify areas of the content that need more preparation and need further clarification by including a quiz on the content covered in class. This will take place for every class. Content with low quiz scores (3/5) will be reviewed in the following class.

**Analysis:** This action plan was implemented through the 2024-2025 academic year and successfully improved student success from an average of 67.5% to 79.75%. The students in the 2024-2025 term were significantly more engaged and prepared for class assignments. This action plan is completed.

## **Marine Biology - Program Description**

The Bachelor of Science in Marine Biology program offers an in-depth understanding of marine ecosystems, organisms, and the biological processes that drive ocean life.

Through a combination of classroom instruction, laboratory work, and field research, students explore marine biodiversity, oceanography, conservation, and the impacts of human activities on marine environments. The program equips students with critical thinking, research, and practical skills necessary for careers in marine science, environmental conservation, fisheries management, or further academic study in graduate programs. Hands-on learning and collaboration with marine research institutions provide real-world experience in this dynamic field.

Hours: 120

Mode-of-delivery: face-to-face

Location: Gulf Park

## **Ocean Engineering - Analysis of Finding**

### **Measure 1.1.2**

Based on the previous year's recommendations, Computational Fluid Dynamics (CFD) was moved to weeks 6–8 of the course, which had a very positive impact on the quality of the final projects. However, the recommended changes to homework assignments were not implemented; instead, the weight of homework was kept low and redistributed into eight quizzes.

Assessment results show that 57% (4 of 7) of the students demonstrated a good to excellent foundation in the critical skills and prior knowledge needed to address complex engineering problems, including setting up, simulating, and interpreting CFD results with some guidance or independently. These students possessed the fundamental knowledge of fluid mechanics required to follow lectures, analyze complex questions, and provide accurate solutions.

The remaining 43% (3 of 7) scored below 3.5, indicating significant gaps. These students either lacked the fundamental skills to understand fluid mechanics concepts or struggled to identify appropriate approaches for solving fluid-dynamics–related problems.

### **Uncrewed Maritime Systems Certificate - Action Plan**

**Title:** Action Plan 1.3

**Affiliated Outcome:** SLO 3

**Due Date:** 4/30/2025

**Status:** In Progress

**Description:**

The electricity/electronics-related course material needs to be presented more effectively. As part of the large-scale re-ordering of lecture material for the Uncrewed Maritime Systems Certificate program - advocated for by two students in the Spring 2024 cohort (via their course assessments) and one of the co-instructors of the program - the electrical/electronics-related lecture material will be presented earlier in the five-week instructional period.

1. This will better align the timing of electricity/electronics-related lectures with electricity/electronics-related laboratory work.
2. It will allow for a complete and unhurried discourse on electricity/electronics-related lecture topics.

In terms of electricity/electronics-related lecture material content:

1. Where possible, pare down the voluminous amount of lecture material presented.
2. As lecture material gets reviewed, added, modified, or updated, the following question must be kept in mind: “How is this particular topic pertinent to uncrewed maritime systems?”

**Updates/Results/Closing the Loop:**

The entire second week of class is now devoted to electricity, electronics, power sources, batteries, etc. Modifications to the presentations improved students’ understanding of the material. Five out of the six students in the spring 2025 cohort noted “electrical” in the “Most Helpful Topic” category – the most mentioned in that category. With some more work, this Action Plan should be headed to “Completed” status. The due date should be extended to 4/30/2026.

## **Improvement Recommendations**

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

- For programs that utilize one direct measure and one indirect measure (i.e., an exit survey), the reviewers recommend including an additional direct measure. Exit surveys may not have reliable response rates; as such, the exit survey may be “not reported this year.” Adding an additional direct measure ensures that there are two sets of data per measure available every year.
- Within the findings, ensure that the sample sizes, semester the data are from, and the mode-of-delivery/location the data are from are included.
- Within the measures, it would be beneficial to indicate at what point in the program the measure is occurring. For example, if students primarily take the course in their sophomore, junior, or senior year. The reviewers recommend considering having measures that are from courses across the curriculum – not just from the senior year. This way, any deficiencies may be addressed.
- Within the measures, be descriptive yet concise. Include succinct descriptions of the assignments, the grading methods (i.e., rubrics, pass/fail, 100-point scale) for the assignments, how often the courses are taught, how often the assignments (i.e., Exit Survey) are administered, etc. Providing this information would make it easier for reviewers to understand the data provided in the findings. For example, if data are only given for the Fall semester, are the data from the Spring semester missing, or is the course only taught in the fall?
- For unmet or partially met targets, develop action plans to address the programmatic barriers to student learning.

## Appendix A

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

Program (Emphasis) Degree:

Weave Report				
	1 Non-compliant	2 Needs improvement	3 Compliant	4 Exemplary
<b>Program Description</b>  <b>Comments:</b>	<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
<b>Assessment Plan (Student Learning Outcomes, Measures, Targets)</b>  <b>Comments:</b>	<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
<b>Findings (May be found in Findings or Analysis of Findings sections)</b>  <b>Comments:</b>	<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
<b>Analysis of Findings (in Weave report)</b>	<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

<b>Comments:</b>			<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
<b>Annual Program and Action Plan Analysis Document</b>				
	<b>1 Non-compliant</b>	<b>2 Needs improvement</b>	<b>3 Compliant</b>	<b>4 Exemplary</b>
<b>Action Plans in Weave Report</b>  <b>Comments:</b>	<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.
<b>Additional Action Plans related to SLOs/Program Curriculum</b>  <b>Comments:</b>	<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.
<b>Action Plans Completed this Cycle (AY 2023-2024)</b>  <b>Comments:</b>	<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	
<b>Closing the Loop Narrative</b>  <b>Comments:</b>	<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	



<b>Program-level Analysis</b>  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
<b>Program Review</b>				
<b>Program Completion Impact &amp; Enrollment and Graduation Narrative and Action Plans</b>  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
<b>Additional Comments:</b>			<b>Recommendations:</b> <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	
<b>SACSCOC Standard 8.2.a</b> 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.			<b>Compliance:</b> <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
<b>Program Description</b>  <b>Comments:</b>	<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
<b>Assessment Plan (Student Learning Outcomes, Measures, Targets)</b>  <b>Comments:</b>	<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
<b>Findings (May be found in Findings or Analysis of Findings sections)</b>  <b>Comments:</b>	<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

<b>Analysis of Findings (in Weave report)</b>  <b>Comments:</b>	<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
<b>Annual Program and Action Plan Analysis Document</b>				
	<b>1 Non-compliant</b>	<b>2 Needs improvement</b>	<b>3 Compliant</b>	<b>4 Exemplary</b>
<b>Action Plans in Weave Report</b>  <b>Comments:</b>	<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.
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			improvement of student learning	
<b>Program-level Analysis</b>  <b>Comments:</b>	<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
<b>Program Review</b>				
<b>Program Completion/Impact &amp; Enrollment and Graduation Narrative and Action Plans</b>  <b>Comments:</b>	<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
<b>Additional Comments:</b>			<b>Recommendations:</b> <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	
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