

Assessment of Student Learning Outcomes Participants

Educational Programs – IHL maintains the official inventory of USM academic programs (<http://www.mississippi.edu/research/stats.html>). To be in compliance with SACSCOC policy, all degree programs in this inventory must assess program-level student learning outcomes in accordance with the Academic Program Assessment Plan and Report Guidelines. Programs that offer more than one degree option at the same level may combine assessments, provided appropriate distinctions are made within the report (e.g., BA/BS, MA/MS, or EdD/PhD). The UAC can recommend programs address multiple degrees within the same report by having several common student learning outcomes and at least one separate student learning outcome for each degree. Graduate programs that offer fallback degrees may combine assessments, provided appropriate explanation is provided within the report. A fallback degree is defined as a degree option for students pursuing, but not completing a doctoral degree (e.g. EdS/PhD, MS/PhD). This combined assessment should be explained in the assessment plan/report. UAC Approved 9.30.09; Modified 2.22.17

Certificate Programs – The Office of Institutional Research maintains the inventory of active USM certificate programs (<http://www.usm.edu/institutional-research>). To be in compliance with SACSCOC Principles of Accreditation policy, all **stand-alone** certificate programs in this inventory must assess program-level student learning outcomes in accordance with the Certificate Program Assessment Plan and Reporting Guidelines. A **stand-alone certificate is defined as a program of study that does not have a “parent” degree. Certificates with parent degrees can be assessed within the parent degree assessment plan/report. If the assessment is embedded, it should be documented in the parent degree assessment plan/report.** UAC Approved 9.30.09; Modified 2.29.12; 2.22.17

Emphasis Areas – All teacher licensure programs must assess separately. All other programs with emphasis areas determine whether they assess at the program-level or the emphasis-level. Many programs have elected to separate their assessments at the emphasis-level. The UAC encourages programs to consider emphasis-level assessment if plans of study vary greatly. The UAC can recommend emphasis-level assessment if program-level assessment reports are deemed inadequate. The UAC can also recommend programs address emphasis areas within the same report by having several common student learning outcomes for the program and at least one separate student learning outcome for each emphasis area.
UAC Approved 10.28.09

Stand-alone Minors – All stand-alone minors must assess minor-level student learning outcomes in accordance with the Certificate Program Assessment Plan and Report Guidelines. A stand-alone minor is defined as a program of study that does not have a “parent” degree.

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