

# GRADUATE PROGRAM – LEVEL ASSESSMENT (PLA) REPORT

Student Learning Outcomes	Yes / No/ Partial / Not Applicable
<ul style="list-style-type: none"> <li>• Does the assessment plan include at least four (4) Student Learning Outcomes (SLO), each with a title and description? Do the SLOs answer the following questions: <i>When students complete our program, they will be able to ...?</i> (see <a href="#">Assessment Showcases</a> for examples)</li> <li>• Is each SLO measured by at least two (2) measures?</li> <li>• Is each SLO addressed with a direct measure?</li> <li>• Are indirect measures providing value to the assessment plan and/or identifying areas for improvement? If NO, please consider replacing the indirect measure with another direct measure.</li> <li>• Are overall assignment grades used without clearly describing how the assignment is evaluated? If YES, please revise to include an explanation of the evaluation instrument.</li> <li>• Are course grades used to measure an SLO? If YES, please revise as course grades are not an acceptable measure.</li> <li>• Do SLOs show progressive distinction between degree levels (BA, MA, PhD)?</li> <li>• Do graduate-level SLOs demonstrate knowledge of the literature of the discipline?</li> <li>• Do graduate-level SLOs demonstrate ongoing student engagement in research or appropriate professional practice and training experiences? If NO to any of the three questions above, please revise SLOs (see <a href="#">SACSCOC Standard 9.6</a>)</li> </ul>	
Program Objective	
<ul style="list-style-type: none"> <li>• Does the assessment plan include at least one (1) Program Objective focused on student achievement, measured by at least one (1) measure? <i>Student achievement includes enrollment and retention rates, graduation rates, job placement rate, and/or licensure and certification.</i></li> <li>• Is Institutional Research (IR) data used to evaluate the measure?</li> </ul>	
Measures	
<ul style="list-style-type: none"> <li>• Are measures written in a detailed and specific way?</li> <li>• Does each measure include a specific data source to be used to quantify achievement?</li> <li>• Have sample evaluation instruments (i.e., rubrics) been uploaded to the project attachment section of the assessment plan?</li> </ul>	
Targets	
<ul style="list-style-type: none"> <li>• Has a quantitative target been set for each measure?</li> </ul>	

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<b>Targets (continued)</b>	<b>Yes / No/ Partial / Not Applicable</b>
<ul style="list-style-type: none"> <li>Once findings have been entered into the assessment plan in WEAVE, has the appropriate “status” been set for each target, based on an analysis of the data used to measure achievement?</li> </ul>	
<b>Findings and Analysis</b>	
<ul style="list-style-type: none"> <li>Is data separated by teaching site (i.e., Hattiesburg or Gulf Park) and/or teaching mode (i.e., online, face-to-face, etc.), if applicable</li> <li>Is semester data clearly stated in the report? It should be clear which semester(s) are presented in the findings and analysis section.</li> <li>Is the sample size of the data set stated clearly in the findings?</li> <li>Is a written analysis/reflection of each finding included in the “Analysis of Findings” field?</li> </ul>	
<b>Action Plan</b>	
<ul style="list-style-type: none"> <li>Has an action plan been developed for the assessment plan in the past two years in order to provide evidence of continuous improvement activities?</li> <li>Have action plans been appropriately linked to each outcome that had measures with target(s) that were “Not Met” or “Partially Met”?</li> </ul>	
<b>Detailed Analysis and Annual Reporting</b>	
<ul style="list-style-type: none"> <li>Has the provided Word document, <i>Analysis and Annual Reporting Questions</i>, been completed and attached to the assessment plan in WEAVE?</li> <li>Has the report been completed/submitted in WEAVE?</li> </ul>	
<b>Comments</b>	