ANNUAL PROGRAM EVALUATION
March 2011

Purpose
The Five-Year Periodic Program Review process described in the Academic Policies and Procedures manual (Section 700) was discontinued in 2003 or 2004. In its place, the University focused attention on learning assessment in major programs and in the Liberal Arts Essentials curriculum while continuing the practice of departments submitting annual reports to the VPAA. Having made significant progress in the assessment of student learning over the past six years, it is now possible to turn our collective attention again to the review of programs. The Annual Program Evaluation process described in the attached template is an attempt to take a fresh look at program review.

The Annual Program Evaluation process differs from the former Five-Year Periodic Program Review in the following ways:

1. Annual Program Evaluation combines elements of traditional program review with the departmental annual report and strengthens the content of the annual reports by giving increased emphasis to strategic concerns such as learning assessment and by providing data for analysis;
2. Annual Program Evaluation provides a perspective on program quality which is annual and incremental rather than episodic and intermittent;
3. Annual Program Evaluation will enable department chairs, division coordinators, and the VPAA to monitor more closely departments’ progress toward meeting institutional goals as these goals evolve swiftly in the context of the agile, entrepreneurial institution that Muskingum University is becoming;
4. The format for Annual Program Evaluation has been streamlined compared to the complicated and somewhat cumbersome format of the Five-Year Periodic Program Review and therefore may be completed with as little disruption as possible to the normal cycle of teaching, research, and service activity in departments.
5. Despite its primary emphasis on current information and annual reporting (Part One), the Annual Program Evaluation format also contains a longitudinal component (Part Two) focusing on analysis of multiple years and reporting at three year intervals.

Finally, the Annual Program Evaluation itself should be understood as a process subject to review and alteration. Accordingly, Annual Program Evaluation may be viewed from any of the following perspectives:

1. As the permanent successor to the Five-Year Periodic Program Review;
2. As a means of exploring viable alternatives to conventional program review;
3. As a transitional stage in the development of a new permanent program review process.
ANNUAL PROGRAM EVALUATION FORMAT
(March 2011)

There are two components of the Annual Program Evaluation described in this document. Part One consists of information reported and evaluated annually. Part Two encompasses reports and evaluations that are submitted according to a three-year cycle. The first year of Part Two reporting and evaluation will be 2010-11. The next Part Two reports and evaluations are scheduled for 2013-14.

The VPAA will announce due dates for the Annual Program Evaluation Reports by April 1 each year. The Registrar will provide the reports indicated in the format to department chairs no later than one month prior to the due dates for reports. The VPAA will review reports from all programs and respond in writing to the reports. Results of the Annual Program Evaluation will be used to guide administrative decisions on budget, personnel, and curriculum. The Learning Assessment Progress Report is a component of the University’s comprehensive learning assessment plan.

Note that many items (excluding Part One, Items I.A-G; II.A; and V; Part Two, VI.B.; VII.E.) can be answered briefly (2-3 sentences). Some items may even be answered with a yes or no or with N/A.

PART ONE [REPORTED ANNUALLY]

I. Learning Assessment Progress Report
   [To be completed by the department chair with current department data]

   A. Program Learning Goals (Confirm these goals or report any changes)

   B. Method(s) of Assessment Used

   C. Student Learning Assessment Data Report for the Current Year

   D. Analysis of Current Year Learning Assessment Data (Where were students strong? Where were they weak?)

   E. Comparison of Current Year Assessment Data with Data from Previous Two Years (Identify and discuss any significant patterns or trends in longitudinal data)

   F. Has the analysis of assessment data led to any changes in assessment methods or strategies? (If yes, please describe)

   G. Has analysis of assessment data led to changes in the program’s curriculum or teaching methods? (If yes, please describe)
II. Teaching Profile
[Data for II.A. supplied by VPAA’s Office]

A. Comparative course evaluations data for department and division
   [Department chair will reflect on quality of teaching in relation to course evaluation data]

B. Special strategies to support student learning

C. New teaching strategies or changes in course content (Identify changes that resulted from learning assessment results)

D. Technology used to support instruction and learning (esp. new technology introduced during the current year)

E. Teaching awards and honors

III. Faculty Professional Growth
[Department chair will provide information]

A. Publications (articles, books, electronic)

B. Public exhibitions, performances (indicate if reviewed or juried)

C. Conference presentations

D. Offices in professional organizations

E. Conferences attended

IV. Budget Profile
[Budget data provided by VPAA’s Office]

A. Percent of operating budget expended for past two fiscal years
   [Department chair will comment on expenditure strategy]

B. Have there been operating budget overages in either of the past two years?  
   [If the answer is yes, department chair will explain reasons for overages]

C. Describe one or two strategic budget decisions in the program or department.

D. Academic capital expenditures (if applicable)

E. End-of-budget year purchases (post-June 1)

V. Program Goals for the Next Academic Year and Progress Report for Current Year Goals
PART TWO (REPORTED EVERY THIRD YEAR AFTER 2010-11)

VI. Curriculum

A. Are there specific professional association guidelines or accreditation standards for curriculum in your program(s)? If yes, provide copies of guidelines or standards or web address where these may be accessed.

B. Discuss the alignment of the program curriculum with professional guidelines and guidelines. If there are no professional guidelines or accreditation, provide a brief comparison of your program’s curriculum with the curricula of a peer institution (peer institutions will be identified in consultation with the VPAA)

C. Have new majors, minors, major tracks or emphases been approved for your program(s)? If any of these have been approved, please describe briefly.

VII. Enrollment

[Enrollment data provided by the Registrar’s Office]

A. Low-enrolled (fewer than 5 students) classes offered in the past two academic years
   [Department chair will comment on reasons for offering these classes with low enrollments]

B. Courses in the Catalog not offered in the past two years
   [Department chair will comment as to why these courses were not offered]

C. Courses cancelled due to low enrollments in the past two years
   [Department chair will justify continuing to offer these courses in light of low enrollments]

D. Courses added to or deleted from the program in the past two years (list)

E. Attach a two-year cycle of course offerings for each program in the department