

Annual Program Assessment Update

Each year, by May 15, the person responsible for a major (or any other academic program) should submit a report containing the following information to the relevant school chair, dean, vice president for academic affairs, provost, and the Office of Institutional Effectiveness. *(In many cases the Office of Institutional Effectiveness will be able to help provide data.)*

General Guidelines:

Throughout the report, authors should refrain from naming students (other than in Section I below) or personnel beyond those teaching courses or on the advisory board. Negative comments regarding individuals should be left out. FERPA requirements must be followed to protect the student's identity.

If a specific component does not apply to the particular program or major, indicate such by "N/A."

Each academic program must submit a separate Annual Program Assessment Update.

Throughout the document, identify the header and section being addressed. Example: I. A. Names of those completing the program since the previous May, along with the following about each student: final cumulative GPA and educational or employment plans (or current placements)

At the beginning of the document, note the following:

- Program/Major
- College
- Author(s) of the Document
- Submission Date (Include day, month, year)

Required components of the Annual Program Assessment Update:

I. STUDENTS AND GRADUATES

- A. Names of those completing the program since the previous May, along with the following about each student: final cumulative GPA and educational or employment plans (or current placements).
- B. Names of those who participated in graduation ceremonies but who have not completed the program, with information on what they plan to do to complete it
- C. Number of advisees for each advisor in the program.
Include total number of advisees for each advisor while identifying program and non-program advisees. Authors should ensure the number of program advisees is consistent with the student list in Section E below or provide explanation of any discrepancy (leaving program, new entry, double major, etc.).

SAMPLE TABLE FORMAT for Reporting Section I.C. Advisees

| Advisor Name | Number of Student Advisees Per Year (indicate year) | |
|--------------|--|--------------------------|
| | Program Majors | Total Number of Advisees |
| | | |
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- D. Available updates on program graduates.
- E. List of students currently in the program and their classification (Freshman, Sophomore, etc.) *Sort the student list by classification as well as by the semester/year in which 299 program admission was or will be completed. Please report student classification as of April 1 of the year reported. See Sample Table below. Data will be provided by the Registrar's Office.*

SAMPLE TABLE FORMAT for Reporting Section I.E. Student Information

| Student Name | Classification | Semester and year for completing 299 |
|-----------------------|------------------|--------------------------------------|
| | | |
| <i>Joe Brenner</i> | <i>Freshman</i> | |
| <i>James Carter</i> | <i>Freshman</i> | |
| | | |
| <i>Cindy Anderson</i> | <i>Sophomore</i> | |
| <i>Sara Field</i> | <i>Sophomore</i> | |
| <i>Harless Sams</i> | <i>Sophomore</i> | |
| | | |
| <i>Clyde Coombs</i> | <i>Junior</i> | <i>Spring 2018*</i> |
| | | |
| <i>Amy Daughtery</i> | <i>Senior</i> | <i>Fall 2017</i> |
| <i>Missy George</i> | <i>Senior</i> | <i>Spring 2018*</i> |
| <i>John Steptoe</i> | <i>Senior</i> | <i>Spring 2017</i> |
| | | |

*anticipated

- F. Approximate number of students enrolled in program minor (as applicable). *It is not necessary to list names.*

II. COURSES TAUGHT THE PAST YEAR

List of the courses taught the previous summer, fall, and spring, including who taught the course and the course enrollment. Identify which courses were taught by full-time employed OVU faculty or “other faculty” (including adjuncts and part-time). See Sample Table Format below for reporting data. Data will be provided by Registrar’s Office.

SAMPLE TABLE FORMAT for Reporting Section II.A. Courses Taught the Past Year

| Course | Credits | General Education Core Course | Teacher | Full-time OVU Faculty | Other Faculty | Student Enrollment | | |
|----------------|----------|-------------------------------|----------------|-----------------------|---------------|--------------------|-----------|-------------|
| | | | | | | Summer 2018 | Fall 2018 | Spring 2019 |
| <i>ENG 131</i> | <i>3</i> | <i>X</i> | <i>Sturm</i> | <i>X</i> | | | <i>15</i> | <i>22</i> |
| <i>ENG 132</i> | <i>3</i> | <i>X</i> | <i>Spencer</i> | | <i>X</i> | | | <i>16</i> |
| <i>ENG 301</i> | <i>3</i> | | <i>Sturm</i> | <i>X</i> | | | <i>13</i> | |

III. ASSESSMENT TOOLS

- A. List of program assessments administered or collected, including the number of students completing each assessment. Both formative and summative assessment data should be included. **Do not identify individual students and their scores by name.** *GPA and course averages should not be considered primary assessments. If a Program Learning Outcome is not assessed this year, please explain. Assessments should not be limited to graduates.*

SAMPLE TABLE FORMAT for Reporting Section III.A. Assessments and Findings

| Program Learning Outcome | Course(s) Where Assessed | Type of Assessment (e.g., project, test, rubric, activity, internship, etc.) | Brief Description of Assessment | Number of Students Assessed | Findings, Results, or Measurement (e.g., average, completion rate, % correct, etc.) |
|--------------------------|--------------------------|--|---------------------------------|-----------------------------|---|
| | | | | | |
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- B. What conclusions can be drawn from the assessment data?
- C. What recommendations for program improvement or modification can be made?

IV. ADVISORY BOARD

- A. List of the advisory board members for the program.
- B. Record of advisory board input and recommendations for the program (*e.g., email communication, conference calls, in-person meetings*).

V. LINKING LEARNING WITH COMMUNITY ENGAGEMENT

- A. List of courses that link learning with the community or take learning from the classroom to the community in such a way as the community benefits from it (*e.g., civic engagement*).
- B. Briefly describe how coursework from each listed course links with the community (*e.g., internships, student teaching, providing tax assistance, etc.*).

SAMPLE TABLE FORMAT for Reporting Section V. Linking Learning with Community Engagement

| Course | Brief description of how coursework links with the community | Number of Students who Completed | Participation Required? |
|---------|--|----------------------------------|-------------------------|
| ACC 422 | <i>Students from ACC 422, Federal Income Taxes, participated in the IRS VITA program to assist low-income taxpayers with tax return preparation. The event was held at the Vienna Public Library on March 8, 2017 and all students participated from 9:00 – 4:00 that day.</i> | 25 | Yes |

| | | | |
|--|--|--|--|
| | | | |
| | | | |

VI. PROGRAM CHANGES REQUESTED, COMPLETED, OR IN PROGRESS

Authors should be careful when naming personnel or students related to any recommendations.

- A. Describe how the program addressed the recommendations from the Assessment Committee review of the previous year’s Annual Program Assessment Update. What is the status of each recommended modification (*e.g., change made, in process, intend to examine it during the upcoming year, faculty needs, etc.*)?
- B. Describe other changes that have been incorporated into your program during this year. Explain the basis for each change (*e.g., advisory board input, student input, course rotation needs, etc.*).
- C. Describe any program recommendations for the upcoming year.

VII. PROGRAM FINANCIAL INFORMATION

Cost per student in the program. Data will be provided by the Office of the Provost.

VIII. EXTENUATING FACTORS IMPACTING PROGRAM

- A. Explain any extenuating factors (if any) that contribute to enrollment in the program.
- B. Explain any extenuating factors (if any) that contribute to delivery and support of the program.

IX. TRACKING SHEETS

- A. Attach the current tracking sheet for the upcoming year (ensure that the catalog editor and registrar have the current tracking sheet).
- B. Attach the current curriculum map for the program which lists the Learning Outcomes for the program and where they are taught in the program.

02-14-2018

PLEASE NOTE: Though not included as a component of the Annual Program Assessment Update, it is important to maintain a repository of Faculty Evaluations that will be required in the Periodic Program Review.