

## Annual Reports & Reviews

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 University Days  
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## Purpose

- Support chairs and report writings
- Improve reports and assessment

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## Why This Matters

- Good practice
  - Set goals, evaluate progress, make improvements
  - Document process and results
- Required
  - Middle States & other accreditors
  - PASSHE

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## Report Asks for

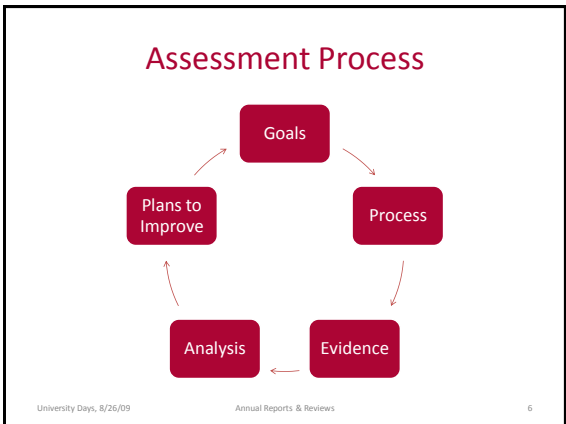
- *Key numbers* that describe your program
- *Progress* on previously set goals
- *Results* (outcomes), especially with students
- Important *strengths* or *areas for improvement* (based on your results or outcomes)
- *Plans* to maintain strengths & address needs
- *Any other evidence* of program quality

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## Good Reports

1. Document *progress* on previously set goals.
2. Identify clear student *learning outcomes*.
3. Summarize *evidence of learning* (including multiple means and direct measures).
4. Indicate faculty *as a whole* evaluated evidence and made plans to improve.
5. Identify other *program outcomes*, evaluate evidence, and include plans to improve.

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## Assessment of Student Learning

<b>Number of Programs</b>	<b>63</b>
Learning Outcomes	29
Plans to Assess	29
Multiple Means	16
Gather Evidence	29
Analyze Evidence	6
Plans to Improve	3
Made and Evaluated Changes (based on spring 2008 program reviews and reports)	0

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## Program Review

### Program Outcomes

- Faculty
  - Recruitment
  - Retention
  - Degrees
  - Development
  - Service
- Research
  - Grants
  - Publications
- Programs
  - Online Courses
  - New Tracks
  - Community Service
- Operations
  - Budget
  - Raising Funds
  - Facilities
  - Staff
- Student
  - Recruitment
  - Retention
  - Internships



### The Main Event!

#### Learning Outcomes

- Direct Measures
  - Class Assignments
  - Capstones
  - Portfolios
- Indirect Measures
  - Graduation
  - Placement

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## Good Reports (cont.)

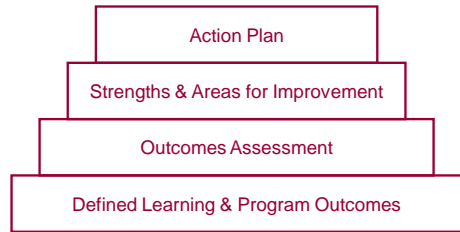
- Identify *strengths & areas for improvement* based on assessment of outcomes.
- Outline *plans* to maintain strengths and address areas needing improvement.
- Document *need* for the program and how it supports LHU's *mission* and strategic plan.
- Provide *additional evidence* of quality.
- Are *concise* (i.e., less than ten pages).

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## Report / Review Model



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## Common Themes

- Centered on student learning *outcomes*
- Conclusions based on evidence
  - No conclusions without evidence
  - No evidence without conclusions
  - As much evidence as is necessary for conclusion
- "Honest advocacy"
  - Case for accomplishment
  - Candor about challenges

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## Resources

- Assessment
  - [www.lhup.edu/planning-and-assessment/assessment/assessment.htm](http://www.lhup.edu/planning-and-assessment/assessment/assessment.htm)
- Program Review
  - for forms, guidelines, data
  - [www.lhup.edu/planning-and-assessment/program/program.htm](http://www.lhup.edu/planning-and-assessment/program/program.htm)
- Any of this –
  - contact me at [jmeek@lhup.edu](mailto:jmeek@lhup.edu), 570-484-3000

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