

## Annual Reports & Program Review

University Days, January 2008

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Planning and Assessment

## Purpose of Session

- Support chairs and program directors
- Improve reports and assessment  
Essential with Middle States coming that we **document** use of assessment
- Disclaimer:  
My role is to facilitate process and reports, **not** evaluate quality of programs.

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## Reports and Planning / Budget

- Intended outcomes are central to planning
- Reports summarize actual outcomes
- Budgets based on outcomes as evidenced in reports
  - Direct resources to programs achieving goals
  - Direct resources to demonstrated needs

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## Overview of Report

- Background  
Statistics (faculty, students, budget)  
Context (mission, external, demand)
- Progress on what you said you'd do
- What you've accomplished (outcomes)
- Strengths and areas for improvement
- New (or reaffirmed) plans for future
- Other indicators of quality

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## Attributes of a Strong Report

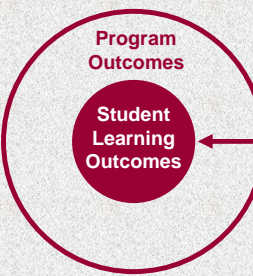
- Centered on student learning *outcomes*
- Concise (10-12 pages max)
- Conclusions based on evidence  
Both must be evident
- "Honest advocacy"  
– Case for accomplishment  
– Candor about challenges

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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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### Student Learning Assessment

- **Strong statements of learning outcomes**  
Describe observable *student behaviors*  
*Students* as grammatical subject  
Strong, specific, behavioral *verbs*
- **Multiple measures** for each outcome
- **Faculty** evaluation of student work
- **Shared** analysis of assessment data
- **Plans** for improvement (outcomes-based)

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### Assessment Process

```

    graph TD
      Evidence --> Analysis
      Analysis --> ImproveProcess[Improve Process]
      ImproveProcess --> Goals
      Goals --> Process
      Process --> Evidence
    
```

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### Learning Assessment

```

    graph TD
      Evidence[Evidence of Learning] --> Analysis
      Analysis --> ChangeCurriculum[Change Curriculum]
      ChangeCurriculum --> Outcomes
      Outcomes --> Process[Process (Curriculum)]
      Process --> Evidence
    
```

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### Report / Review Model

```

    graph TD
      A[Action Plan] --- B[Strengths & Areas for Improvement]
      B --- C[Outcomes Assessment]
      C --- D[Defined Learning & Program Outcomes]
    
```

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### Report Process

August: Form team\*, assign responsibilities  
 Fall: Analyze assessment data  
 Dec: Finalize assessment and plans  
 Feb: Complete semi-final draft of report  
 March: Faculty (& reviewer\*) discuss draft  
 Reviewer submits 2-4 page report\*  
 Gather "other evidence"  
 April 15: Finalize and submit report  
 (\* five-year reviews only)

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### I. Review Team (Reviews Only)

- "Chair" responsible for the program
- Campus members
  - Three from the program
  - One from another department
- External members
  - Required every 10 years (good every 5)
  - Reviewer prepares 2-4 page summary report based on semi-final report draft (final report incorporates reviewer's findings)

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## II. Program Data

- Data supplied by IR office  
(<http://www.lhup.edu/ir/program/summary.htm>)  
Complete numbers available by March
- This year
  - Data by program (not just department)
  - Upper- & lower-division credit hours

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## II. (cont.) Program Context

- Relation to University mission and plan
  - Connect with stated mission and plan
- External factors
  - Legal or accreditation issues
- Demand for program
  - External indicators (e.g., job outlook)
  - Internal indicators (e.g., majors, enrollments)

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## III. Progress Since Last Review

- Actions taken on (major) prior goals
- Running tally since the last review
  - Tally begins with goals from five-year review
  - Adds new goals adopted each year (including goals from accreditation reviews)
- Focus on student learning

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## IV. Outcomes Assessment

- The **heart** of the report
- Use outcomes worksheets  
Horizontal or vertical  
Learning and program outcomes
- Prior year data OK (if it's the most recent)

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## V. Strengths

## VI. Areas in Need of Improvement

- 3-5 of each (no more)
- Supported by assessment data
- Focus on student learning

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## VII. Action Plan

- Few and significant
- Clear and specific
- Based on assessment
  - Maintain and maximize strengths
  - Address areas for improvement
  - Focus on student learning
- Include resources needed
- Move next year to section III.

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- VIII. Comments
- IX. Actions Planned by University  
(Completed by dean and provost)

## Appendix

### Additional Evidence of Quality

- A strength of many reports
- These are clearly points of pride – why aren't they program goals?
- Improve organization with subheadings

## 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

## Questions and Comments