

10 Annual Report Questions for Student Learning Programs

The template for student learning unit annual reports is informed by good and best practices in continuous improvement as articulated by The Higher Learning Commission in its Academic Quality Improvement Program [AQIP] elective model and by the Southern Association of Colleges and Schools in its Quality Enhancement Plan [QEP] reporting requirements. The continuous improvement process as it is implemented in the annual learning unit report should be developed within the following parameters and orientation.

1. The unit’s annual report should focus on the activities of the unit for the current academic year and written at the conclusion of the academic year.
2. The report should describe, evaluate and plan for the unit’s improved effectiveness and efficiency. The spirit of the report should address the following types of questions.
 - a. What has happened?
 - b. What was its impact on students?
 - c. How well did it work?
 - d. What are the next steps necessary to strengthen impact and outcomes?
3. The report should present aggregated evidence related to the student learning outcomes supported by the unit’s instructional activities. The focus of such should be on the unit’s collective performance rather than on the performance of individual students.
4. The report should address trends across time as a context for the current year report.
5. Evaluations on individuals (students or faculty) should not be included in an annual unit report, but should be handled in other confidential media.
6. The report constitutes a public record of unit activities and outcomes.

Executive Summary

As a methodology of communicating significant achievements, the annual report should begin with a one (1) page executive summary identifying the unit and the major accomplishments, including trends in the measures of student learning, achieved during the reporting period.

Response to 10 Key Questions

The annual report should address each of the following question domains and provide designated evidence to evaluate the unit’s achievements and accomplishments.

Question	Sample of Suggested Sources of Evidence
Planning and Operating Context	
1. How do the unit’s objectives, activities and outcomes align and integrate with the University’s mission, vision, values and strategic initiatives?	<ul style="list-style-type: none"> ▪ <i>University Plan Framework</i>, relevant elements of the <i>Academic Plan</i>, and unit student learning outcomes as detailed in the catalog
2. How does the unit monitor external constituencies to determine what those constituencies need from the unit in terms of relevant, future-focused educational programs? <ol style="list-style-type: none"> a. How does the unit systematically and regularly scan the external environment to ascertain regional educational needs and opportunities? b. How does the unit anticipate future needs and integrate those needs into current educational 	<ul style="list-style-type: none"> ▪ U. S. Department of Labor, Bureau of Labor Statistics ▪ Ohio Department of Job and Family Services http://ohiolmi.com/research/2016Graying.pdf ▪ Buckeye Top Fifty: 2006-2016 http://ohiolmi.com/proj/projections/ohio/Buckeye50.pdf ▪ Work force projections of professional and disciplinary organizations ▪ Programmatic accreditation standards and other

<p>programs?</p> <p>c. How does the unit employ an external advisory group to provide critical feedback and direction to future initiatives?</p> <p>d. How does the unit engage current students in planning and executing its educational programs?</p>	<p>accreditation agency reports</p>
<p>3. How does the unit engage and collaborate with key stakeholders in planning and implementing its educational programs?</p>	<ul style="list-style-type: none"> ▪ Minutes, recommendations, progress reports and outcome reports on external collaborations and consultations
Unit Activities and Accomplishments	
<p>4. How does the unit recruit and retain qualified students through to the completion of their educational plans?</p> <p>a. What are the unit's enrollment trends across time? Is the unit's enrollment increasing or declining?</p> <p>b. What are the unit's retention trends across time? Are the students who began as freshmen graduating in the program? Where are the unit's major gains or losses in enrollment?</p> <p>c. What action steps need to be taken by the unit to improve both the recruitment and retention of students?</p>	<ul style="list-style-type: none"> ▪ Program enrollment data (Tables 6, 7, 8, 9, 10 and 29) ▪ Program graduation data (Tables 23, 24 and 29)
<p>5. What special talent development activities has the unit sponsored outside direct classroom and credit-bearing instruction during the academic year just ending?</p> <p>a. What special activities had a student development focus?</p> <p>b. What special activities had a faculty development focus?</p>	<ul style="list-style-type: none"> ▪ Seminar and colloquia publicity ▪ Printed concert programs ▪ Printed drama programs ▪ Gallery show publicity ▪ Sponsored student organizations
<p>6. What special accomplishments have been noted for the unit for the identified academic year under report and view?</p> <p>a. What were the noteworthy student achievements during the reporting year?</p> <p>b. What were the noteworthy faculty achievements during the reporting year?</p>	<ul style="list-style-type: none"> ▪ Awards and recognitions ▪ Outcomes of programmatic accreditation studies
<p>7. What evidence does the unit present that it is having its intended impact and accomplishing its identified outcomes?</p> <p>a. What qualitative and quantitative measures provide systematic evidence that the faculty members are effective in their academic advising responsibilities?</p> <p>b. What qualitative and quantitative measures provide systematic evidence that the faculty members are effective in their teaching responsibilities?</p> <p>c. What qualitative and quantitative measures provide systematic evidence that the students under the unit's responsibility are achieving the level of student learning outcomes specified in the unit's assessment plan?</p>	<ul style="list-style-type: none"> ▪ Alumni surveys ▪ Departmental faculty and course summary and trends in the <i>Student Instructional Report</i> and electronic end-of-course surveys ▪ Summary trends (aggregated and across time) in student learning as documented in student portfolios (electronic and/or paper) as identified in the unit assessment plan ▪ Summary trends (aggregated and across time) in student learning as documented in objective end-of-program assessments as identified in the unit assessment plan (e.g., majors, concentrations, and minors) ▪ Summary trends (aggregated and across time) in student learning for the unit's involvement in any general education responsibility
<p>8. What evidence does the unit present that its programs and activities meet institutional standards of productivity, sustainability and profitability?</p> <p>a. What are the individual faculty members' measures of productivity (i.e., hours taught, number of student taught, average class size, and number of student credit hours generated)?</p>	<ul style="list-style-type: none"> ▪ Tables 18, 21, 26 and 27 ▪ Faculty Productivity Report

<p>b. What are the trends across time related to unit average class size, student credit hours generated, student credit hours/FTE faculty ratios and other quantitative measures of productivity?</p> <p>c. What special institutional support (e.g., dedicated space, equipment repair or replacement, specialized staff, scholarships, etc.) are required to maintain the program? What unit enrollment contributes to such specialized support?</p>	
Planning for Improvement	
<p>9. What progress has the unit made during this academic year on its quality improvement plan? How does the unit use evidence “to close the loop” and to inform decisions to improve outcomes?</p>	<ul style="list-style-type: none"> ▪ Annual action plans and assessment methodology previously developed
<p>10. What plan has the unit developed and is submitting for improvement of a specific program element or dimension?</p> <p>a. What is the specific problem or improvement area being identified?</p> <p>b. How does this area align with major university initiatives?</p> <p>c. What are the proposed action steps and anticipated outcomes?</p> <p>d. What is the time line and major milestones for the improvement project?</p> <p>e. What evaluation tools and strategies will be employed to determine if the anticipated outcomes are actually achieved?</p>	<ul style="list-style-type: none"> ▪ Plan developed by unit and reviewed by designated university bodies

(October 28, 2010, RLT)