Integrated Reporting
Mapping Student Success

Start with planning!

Program outcomes are central to this integrative reporting process and include expectations for rigorously defined student skills, knowledge, and abilities as well as outcomes of student success and ongoing program viability. Through careful planning, and with your program outcomes as a guide, the process will help you determine where the program is going, whether the program is on track, and whether you have arrived at the desired destination.

Have you arrived?

The program review is an opportunity for programs to seek insight from peers – internal and external – as well as an opportunity to collectively reflect on the past 5 to 7 years of the program. The resulting self-study provides a point-in-time document that summarizes student achievement, faculty contributions, and departmental strategies of the past 5 years while also allowing faculty to reflect on the evidence that is gathered. The evidence that is contained in the self-study can be multi-faceted. Some evidence is derived from the biennial assessment process, but additional evidence may come through meetings with industrial or association advisory boards. Faculty research and professional development provide yet another avenue of evidence that can be used to strengthen both program outcomes and planning. The program review self-study brings all of these pieces together.

Where are you going?

Each May departments are requested to submit or update their department-level Strategic Planning Reports (SPRs). These reports identify key near-term goals that are tied to program outcomes and identify the actions and resources needed to realize those goals. SPRs may focus on curriculum (e.g., new courses, student outcomes and achievement, pedagogical innovation) and/or resources (e.g., space upgrades, faculty, staff, professional development); whatever needs the department has identified as critical to their goals, including revising those goals. This yearly planning effort should be informed by and based upon evidence that can be gathered from various sources.

Are you on track?

The biennial monitoring of student learning, performance, and achievement provides information about continuous improvement in achieving program outcomes. This formative assessment can help address a number of questions.

- Are students developing mastery of a program’s identified learning outcomes?
- Are all students achieving?
- Are students able to accumulate the credits they need in a timely fashion?
- Are students provided opportunities to engage and be challenged?
- Are programs holding onto their students?
- When shortcomings or concerns are identified, what actions are put in place to address the issues?
- Finally, how are those actions evaluated for efficacy?

Integrated and scaffolded reporting

In summary, the SPR is a yearly planning update which is informed by recommendations and insights gained through the program review process, which is in turn informed by the regular monitoring reported in the biennial assessment report. Careful assessment planning and serious, deliberate faculty reflection of the evidence gathered are key to every step of the continuous improvement process.

For more information please visit www.weber.edu/ie or email us at oie@weber.edu