

Preparing Annual Program Report Guidelines

The aim of this document is to provide guidelines to help Program Conveners prepare Annual Program Reports.

Planning, Quality and Reporting Team will also assist you by providing feedback on the program report you have drafted, using this document as a guideline, after your report has been submitted.

Our aim is to let the authors (generally the Program Conveners) know their report does not just fall into a black hole; and to make sure they are addressing the issues evident in the various layers of data and information about their program.

Before you start writing your report: review the data that are available to help you prepare the Annual Report, particularly the Program and Core Courses Report; and AGS (GDS and CEQ) and SFP reports, if these exist. All of these reports provide trend data over a number of years.

If these are not there, check the share drives to see if they exist. If it is a small program they may not.

Consider the:

- * trends in EFSLs over recent years (increases/decreases) Note that the size of changes over time should be considered in light of the absolute numbers involved and the impact, if any, on delivery of the program.
- * trends within specific demographic groups. For example, the number of Indigenous students in this program, noting the University in total has 2.3% Indigenous students. How many low SES students are in the program, what is the proportion of mature age students? Are you considering their learning requirements and if so, what actions are you taking?

Are there very high/low or increasing/decreasing success rates overall or for specific demographic groups?

- * in term of SPR, anything lower than .85 deserves comment; anything lower than .80 warrants an action:
- * in terms of attrition, anything approaching .20 deserves comment and below that warrants an action
- * very high/low or increasing/decreasing success rates for students from this program in specific core courses
 - o anything more than 5% below the program average deserves comment
 - o anything more than 10% below the program average deserves an action
 - o a success rate any less than 80% deserves an explanation and action

What do current students say in the SFP and what do graduates report in the Australian Graduate Survey?

- * Are you students getting employed, or are they mostly seeking employment?
- * Are there high or low levels of student and graduate satisfaction in the SFP and AGS surveys, and what are the students are saying in those surveys (when comments are provided)
 - o anything below 3.7 for Good Teaching Scale and/or Overall Satisfaction requires comment and action

- high non-employment rates requires comment

When reading your draft Annual Report, ask yourself:

- * Have I identified the program's strengths and the issues evident in the data, as I understand them to be?
- * Is there a link between the report/action plan and the data, or are there gaps in the report/action plan?
- * Have I provided enough explanation, or does the report require further discussion?